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ABSTRACT

Ways in which young people have delivered needed services to their communities and have improved on previously established systems for delivering these services are described. The forty projects suggest some of the ways to provide teenagers with learning experiences that meet their own particular needs and, at the same time, offer a genuine and necessary service to the community. Each project meets the following essential criteria: the work must be needed and real, not contrived; challenging; respected by the youth, his peers, and the public; and offer a responsible role, giving young people some voice in the operation of the project and whenever feasible, in the planning phases as well. The projects are grouped in the categories of community service, medical, legal service, crisis intervention, ecology, day care and teaching, and community arts. The format for the description of each project includes a statement of purpose, benefits to youth helpers, career explanation, possible sponsors, adult supervisors, model project address, origin, how the project functions, suggestions for adaption to your community, and possible problems. (KSM)

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40 PROJECTS BY GROUPS OF KIDS

Published by

The National Commission on Resources for Youth, Inc.
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SOME BACKGROUND INFORMATION

40 Projects by Groups of Kids has been put together at the request of many persons who have asked the National Commission on Resources for Youth to "tell us what we can do to make a difference in our communities." No one can really tell the inquiring teachers or other youth workers -- or young people themselves -- just what they can do to serve their communities. Communities vary; young people vary; adult leaders vary.

40 Projects by Groups of Kids does not tell people what to do, but it does describe briefly what some young people have done to deliver needed services to their communities. It also describes what young people have done to improve on previously established systems for delivering these services.

In publishing this pamphlet, the Commission is operating in line with its major purpose: to promote the idea of youth participating actively and constructively in the world around them. Since its inception in 1967 as a non-profit organization, the Commission has assembled information on over 800 projects where the energy of young people has been used to help meet societal needs, and it has served as a resource to get this information to other youth and to other adults who wish to initiate useful projects.

The Commission has also developed programs, in over 500 locations, where young people teach younger children. To provide help for establishing this and other youth involvement programs, the Commission produces films and videotapes, publishes a quarterly newsletter, books, and pamphlets, and offers training programs for adult leaders.

Society needs the energy of young people. The unmet needs in today's world are so great that there should be a place for any young person who wants to make a contribution. Equally important, a young person's need to be needed cannot be ignored without significant loss to his individual self-esteem. Today we should be particularly concerned about the young people who must grow up in a society that is not really geared to meeting this and other needs of the adolescent. A well planned and successful work experience can go far in meeting the needs of today's teenagers.

There are literally thousands of ways to use the resources of youth and many of these ways are being explored. The opportunities for young people to serve are expanding as government agencies, schools, and other youth-serving groups recognize the importance of involving young people in service projects.

The value of youth involvement programs -- for meeting needs of society and for helping young people to grow -- has been well demonstrated. But if full value is to be realized, such programs must be carefully planned. The tasks assigned to young people should provide opportunity for a true learning experience and should be performed under circumstances that make it possible for real learning and growth to take place. For example, if an ongoing public or private service agency takes on inexperienced part-time young workers as staff members, the agency must be prepared to provide adequate supervision by competent personnel. If the amount of time and attention needed is greater than the agency is either able or willing to expend, then the services rendered by youth could be inferior, the learning potential

will not be realized, and everybody may well be frustrated and discouraged. It is very important, therefore, that belief in the value of youth participation in service projects be accompanied by careful attention to the details that make it possible to achieve success and personal growth.

The forty projects described in this pamphlet suggest some of the ways to provide teenagers with learning experiences that meet their own particular needs and, at the same time, offer a genuine and necessary service to the community -- a visible work product. Many other worthwhile projects could have been included, but choices had to be made and the projects selected for inclusion are representative of the diverse service-related and arts-related endeavors in which young people participate. Each project meets the criteria considered essential by the Commission:

...the work to be undertaken must be needed; it must be real, not contrived;

...it must be work that is challenging;

...it must be work that is respected by the youth, his peers, and the public;

...it must give the young person a responsible role, with some voice in the operation of the project and, whenever feasible, in the planning phases as well.

The role of the adult in relationship to youth involvement projects deserves special comment. While it is true that successful projects are often initiated and operated completely by young people, it is also true that in most of the effective programs the help of a supportive adult is accessible. "Supportive" is a key word. We might as well recognize the fact that not all adults who are associated with young people genuinely believe that youth are capable of taking on the kinds of responsibilities described in this pamphlet. Such adults, however honest and well meaning, are not likely to provide the support young people need -- although an adult's attitude toward youth's capability often changes when he either becomes closely involved with dedicated young people or simply observes what is happening in a project youth have taken on. But the Commission, and others as well, noted that the adult who is involved in successful youth projects is almost invariably a person who genuinely likes young people, believes in them and their potential, and is willing to invest his time and energy to provide the training and other support that may be needed. This is certainly true for many of the projects described in 40 Projects by Groups of Kids.

Attention should be called to the fact that not all of the 40 projects will be in existence at the time the reader is ready to initiate his own special project. This is not a negative reflection on the merit of the no-longer-existing programs. It simply points up the fact that change is inherent in youth programs: the individual young people interested at one time in a given project grow up, move on, and assume new and different tasks. But a description of the project, current or not, can call attention to something significant that has been done by young people and can suggest ideas for possible adaptation and use elsewhere. That is the basic reason for issuing 40 Projects by Groups of Kids.

The National Commission on Resources for Youth wishes to express its gratitude to all those who have provided data needed to produce this pamphlet. Special thanks and recognition are also due Peter Kleinbard and Chitra Karunakaran, staff members who assumed the major responsibility for putting the data together in usable form.

Neither this publication nor any of the other means by which the Commission seeks to fulfill its particular mission would be possible without the continuing help of hundreds of dedicated people. The staff never ceases to be grateful to those who give their time and energy in order to provide ideas and data that are worthy of widespread dissemination.

MARY CONWAY KOHLER, Director

December 15, 1972

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COMMUNITY SERVICE PROJECTS

Youth help tenants and consumers to protect their rights, provide companionship to the elderly, research and solve many community problems, and perform many other significant services in their communities.

YOUNG PEOPLE INITIATE AND DEVELOP A NATURAL SCIENCE MUSEUM

PURPOSE: To create a place of learning and interest for a community or neighborhood

BENEFITS TO YOUTH HELPERS: Development of interest and commitment to community; development of knowledge about natural science.

CAREER EXPLORATION: Teaching, museum curatorship, community organization.

POSSIBLE SPONSORS OF PROJECT: Schools, parks and recreation department, city museum.

ADULT SUPERVISORS: Teacher, university art or science students, museum curator.

MODEL PROJECT: The Museum of the Hudson Highlands
Cornwall-on-Hudson, New York 12520

ORIGIN:

For teenagers in the town of Cornwall, part of their summer course in the biological sciences involved the creation of displays about biology. Exhibited in the town hall, these displays were so popular that the class decided to found a museum.

HOW PROJECT FUNCTIONS:

A museum requires a location. This might be as simple as a large room or as complex as an entire building with a workshop where displays can be designed and assembled. The young people themselves can research the area for the availability of such a space. Empty school rooms, an old warehouse, a hall or lobby in a public building or theatre might be used.

At Hudson Highlands, initial training focused on the subject that the museum would depict. An expert in natural science collections came to discuss it with the students. Through their discussions, they decided what specimens to collect, what displays to make.

The collection of specimens, or, where collection is impossible, their purchase is the next stage. In the Museum of the Hudson Highlands, students collected a raccoon, a great horned owl, several snakes, a crow, and many other local animals. Often, injured animals were found which, without care, would die. The students announced their needs to the people in the community through the media, and people responded by bringing many animals. Through the training sessions, students learned how to care for these animals. They built cages and placed them in the display hall. They also fed the animals and kept the cages clean.

Finally, informative display materials must be developed. In the model project, students made realistic looking backgrounds for the animals by taking photographs of their natural habitats, enlarging them greatly, and placing them behind the animals in the cages. They also built three dimensional displays using such materials as fiber glass, paper mache, wood, etc. Descriptions of the animals and their habitats, written and researched by the students, were placed next to the cages.

Now students take people through the museum and explain exhibits to them. In projects where there is a good natural area close by, the students might study the area and build trails. Here they can lead people on nature walks, explaining the area as they go.

The museum can become an excellent resource for schools and clubs in the area. The museum creators become teachers, teaching, in many cases, younger children about the displays in the museum.

Such a project can continue throughout the year. Those workers most enthusiastic during the summer time may want to maintain the display area during the school year and develop it further.

SUGGESTIONS FOR ADAPTION TO YOUR COMMUNITY:

There are many other possible subjects for museums formed by young people. A museum about the history of prominent members of an ethnic or homogeneous neighborhood group could kindle great interest and effort. Tapes from

older people in the group that tell of their experiences can be made, and perhaps a small area can be used as a model of a room from another period in the group's history. Such a museum, the Anacostia Neighborhood Museum, exists in Washington, D.C. It recounts the history of black people in this country. In Rabun-Gap, Georgia, young people are developing a museum about the people of Appalachia. In other places young people are building displays to improve ecological awareness.

A corner of a library can be the location of an interesting environment. A moving museum, created in a trailer or mini-bus, can journey to city parks and playgrounds. Perhaps the actual city museum would be willing to contribute some space and staff time to work with young people who desire to undertake such a venture. Another exciting possibility is to build a geodesic dome to house the exhibits.

Regardless of the subject, the museum or display project enables young people to combine many skills and much imagination toward an exciting, informative end.

YOUTH ESTABLISH A NEW AND DIFFERENT COMMUNITY LIBRARY

PURPOSE: To provide the community with a library that offers more opportunities than the traditional library facility.

BENEFITS TO YOUTH HELPERS: Development of the organizational skills required to assemble both human and material resources. Development of communication skills necessary to publicize the venture in the community.

CAREER EXPLORATION: Library sciences, community organization, social work.

POSSIBLE SPONSORS OF PROJECT: Neighborhood-based community agency, public library, school.

ADULT SUPERVISORS: Although none are required, the program would benefit greatly from adults versed in library science, as well as acquainted with community needs.

MODEL PROJECT: Alley and Seaton Libraries
New Educational Ways Inc.
1830 Kolorama Road, N.W.
Washington, D.C. 20009

ORIGIN:

The young people who initiated the program felt libraries, in general, were not very inviting. Libraries, they contended, should encourage other activities besides reading. Only through various activities could the library attract and hold children and adults with different interests. The volunteers felt that the venture would be a community service. The new library would provide a valuable learning experience for the educationally disadvantaged who were the majority in the neighborhood.

HOW PROJECT FUNCTIONS:

First, the young people investigated several available rooms and storefronts within their community in an effort to decide on a suitable location for the library. Spacious floor area, good ventilation, proper lighting and a fairly central location -- the requirements -- were finally found in the basement of an old brownstone. In their spare time, the students did paint jobs to earn money. They contributed books that they had in their own homes. Many of the books had been stored away for years, after the volunteers had outgrown them. They put up notices requesting contributions from the community and went from door to door collecting children's furniture, toys, games, puzzles, do-it-yourself kits, paints, records, puppets, art materials, and dress-up materials. While some items had to be purchased, the generosity and interest of the community contributed significantly to the students' success.

Today, the library is open daily from three to seven p.m. The young people who had made the library a physical reality now staff it. Community persons contacted during the collection of materials volunteer their services as library staff. The two groups made the library a place for many activities. They read aloud to the children who can not read or who requested to have stories read to them. Persons who have an aptitude for crafts work either individually or with small groups of children, showing them how to cut and paste, and draw and paint. Drama workshops are organized to encourage the children's natural tendency to act out situations. These are simple efforts, utilizing themes that are closely related to the children's experience, e.g., a family type situation with dolls, and little girls and boys as mothers, fathers, babies, doctors and teachers. Or the children are asked what they would like to be, e.g., an animal or bird and act it out so the other children can guess. Screened-off study spaces are provided for children who need to be alone for quiet reading.

In addition, a mobile component -- a large push cart loaded with books, puppets, paints, and toys -- makes the rounds of the neighborhood on fair days, and thus brings the library to the doorstep of the community. Invaluable in publicizing the library in its early stages, this mobile unit ensures continued interest in library activities among the young children of the neighborhood.

SUGGESTIONS FOR ADAPTION TO YOUR COMMUNITY:

Library hours could be increased, especially during weekends. Community resources can be further explored. Community persons of all ages and talents could share their talents and interests with the young children. For example, a person could bring in his guitar and teach, or perform. A needlewoman could conduct a lesson in making doll's dresses to the delight of little girls who frequent the library. Or, someone could bring in a camera and tell the children how it works, perhaps taking polaroid pictures of them so that they see the magic of photography.

ASSISTING TENANTS TO FIGHT NEGLIGENT LANDLORDS

PURPOSE: To create better housing conditions, particularly in low income neighborhoods.

BENEFITS TO YOUTH HELPERS: Experience in revealing housing code violations and in working through city departments to correct them. Skills in observation, communication.

CAREER EXPLORATION: Community organization, social work, law, public administration, urban planning.

POSSIBLE SPONSORS OF PROJECT: Schools, neighborhood or settlement house, welfare department, city rent and housing administration.

ADULT SUPERVISORS: A teacher, or adult who is familiar with housing problems and/or codes, community organizer, or social worker.

MODEL PROJECT: The Hudson Guild Study Den
441 West 26th Street
New York, New York 10016

ORIGIN:

Many tenants in dilapidated housing are not aware of the legal recourse to force landlords to make necessary repairs. In both of these model projects, the founders realized that young people indigenous to a neighborhood would know what areas are most in need of repair and would be able to help tenants get the work done. In each model project, a training program was initiated for teenagers who wanted to work to improve housing conditions.

HOW PROJECT FUNCTIONS:

Training: Experts such as a community organizer, a lawyer, city inspector or urban studies teacher instruct the young people on building codes and possible violations. (A basic rule is that any health hazard is a violation, but local housing guides should be consulted). Where possible, existing guides to violations, used by city housing inspectors, should be studied. Training should be intensive so that violations can be quickly and accurately identified by the young people.

A second and equally important aspect of the training is practice in approaching tenants. Tenants are often suspicious and defensive when someone approaches them to talk about the conditions of their apartments. Role-playing is often used as a means of practicing approaches. Several of the trainees act as the tenant and his family, and several act as the inspectors.

In teams of three or four, the teenagers survey the neighborhood to determine which tenements are most likely to contain violations. If the neighborhood contains residents who speak a foreign language, one member of the team shall also. Tenants are informed in advance of when teams will visit them. This can be done with leaflets, but a personal contact at this stage is valuable.

The team arrives with violation check lists and formal complaint forms. As one member of the team checks the apartment for violations, another describes to the tenant what his rights are and what constitutes a violation. The team helps the tenant fill out his complaint form (when necessary). They also discuss with him the various violations and try to show him how to identify violations himself. Following the submission of the complaint to the city housing administration, the teams maintain contact with the tenant to assure that the complaint is acted upon. If it is not, they follow up by repeatedly contacting the proper city authorities.

Young people doing this work have also helped to organize tenant associations. When waiting for official action could actually endanger the health and safety of the tenants, the young people have undertaken the emergency repairs themselves.

SUGGESTIONS FOR ADAPTION TO YOUR COMMUNITY:

In the fall, social studies or civics classes in urban problems can concentrate on housing codes and violations. Through their field work, contact with tenants, city housing departments, and landlords, they would gain experiential knowledge of urban problems.

FILM OF A CITY'S DETERIORATION PROMPTS OFFICIALS TO ACTION

PURPOSE: To draw attention to deteriorated sections of a community and arouse members of the community to improve them.

BENEFITS TO YOUTH HELPERS: Development of communication skills; development of concern for the community and of a sense of their relationship to it as change agents.

CAREER EXPLORATION: Politics, social work, public administration, urban planning, media production.

POSSIBLE SPONSORS OF PROJECT: Parks and recreation departments, high school art departments.

ADULT SUPERVISORS: Adult with knowledge of mass media -- teacher or journalist.

MODEL PROJECT: Future of Passaic and Your Part in It
c/o B'nai Brith - YM-YWHA
Jefferson Street
Passaic, New Jersey 07055

ORIGIN:

Littered playgrounds, unmarked railroad tracks, abandoned houses disfigure many communities. Dangerous, these areas often contain glass and tin which can injure children. Despite their current decay, they are potential parks for children. Young people often know far better than others the areas of a community that need improving. Projects can be developed in which the young search a community for dangerous areas that are potentially usable. Subsequently they can use film, newspapers or radio stations to awaken the community to the problem. They can also work on the area to transform it into a small park or playground.

HOW PROJECT FUNCTIONS:

Six seniors at the Passaic, New Jersey High School entered a contest sponsored by a local community service organization entitled "The Future of Passaic and Your Part in It". The students felt that they wanted no part of a city that, once a prosperous industrial center, had now decayed, mainly through the ineptitude of the municipality. Hoping to shake the inhabitants out of their lethargy, they decided to present the problem in a dramatic, visual way that would reach the majority of Passaic's citizens. The result was an 11-minute film that was financed by the students themselves. Entitled "River City," the film depicted city areas that had fallen into disuse through lack of repair and maintenance -- apartment buildings, stores, roads, tennis courts. It showed railroad tracks that were never completed, playgrounds that were littered so that they could no longer be used by children, and a river which, although once a main waterway, was now heavily polluted and hazardous to health. In a final indictment, the last scene showed the youth, suitcases in hand, turning their backs on the city and walking away.

The film evoked a strongly mixed response. Some businessmen financed a rival film challenging the accusations in "River City." Denouncing the students, public officials alleged that their film was unfair and inaccurate. However, community organizations praised the film and maintained that its criticism was long overdue. Several prominent newspapers, both local and out-of-town, gave wide coverage to the effort of the teenagers. The film won several prizes and was repeatedly exhibited to religious and civic groups.

Finally, city officials met with the teenagers; certain problems pinpointed by the film were attacked. The playgrounds were cleared of litter, and the tennis courts were repaved. Vacant apartment buildings and dilapidated stores were demolished and the rubble removed.

SUGGESTIONS FOR ADAPTION TO YOUR COMMUNITY:

In an interview, the teenage participants suggested that future projects of a similar nature be initiated regularly within the schools so that students could focus early on the problems facing their community and attempt to find solutions.

Students can involve the entire community in this crusade for civic consciousness. They might organize into deputations to City Hall. Posters and other publicity materials decrying garbage-filled lots, badly lit streets, abandoned automobiles can be prepared.

High school students can also go into elementary schools and show how concerted community action can produce better -- in terms of health and recreation -- living conditions. Role-playing techniques, puppets, slide-presentations would be effective, simple ways to prove the point.

PROBLEMS TO BE AWARE OF:

It is frequently difficult to get the widespread publicity requisite to the project's success. The support of newspapers, school administrators and community leaders will encourage the young participants to persevere.

STUDENTS STAFF PROGRAM TO HELP ELDERLY

PURPOSE: To give the elderly companionship and interest them in new activities.

BENEFITS TO YOUTH HELPERS: Development of empathy, cross-age exposure, person to person helping skills.

CAREER EXPLORATION: Social work, Geriatrics.

POSSIBLE SPONSORS OF PROJECT: Church, school, home for the elderly, city welfare department.

ADULT SUPERVISORS: Social worker, minister, physician, teachers.

MODEL PROJECT: Adopt a Grandparent
State of Connecticut
Department on Aging
90 Washington Street
Hartford, Connecticut 06115

ORIGIN:

Extra help in the care of the elderly is a compelling need throughout the United States. Nursing homes are often understaffed. Elderly people living alone often have very few people with whom they can talk or go places. Recognizing this need and the willingness of high school-age people to serve, the Connecticut State Department on Aging began to work with the Northwest Catholic School in West Hartford to develop a program of youth serving the elderly.

HOW PROJECT FUNCTIONS:

The student volunteers began their work with four training sessions given by professionals: a physician, a caseworker, a group social worker, and a community organizer.

The training sessions, planned in part by the young people, covered the following topics: physical characteristics of the elderly person; social characteristics; how to relate to an elderly person; and what community resources are available in developing a program for working with the elderly.

After the training was completed, a committee of young people, with staff of the Department on Aging, visited various nursing homes and hospitals. They attempted to determine what work the young people could do with the elderly at these institutions.

After the tour, students were placed in the various institutions and given some direction as to what activities they might carry out with the elderly. These included:

Friendly visiting
Taking an elderly person out to dinner
Taking an elderly person to a movie
Bringing flowers
Chatting
Providing singing and entertainment.

SUGGESTIONS FOR ADAPTION TO YOUR COMMUNITY:

Students could work with the elderly who live alone as well as with those who live in institutions. Student clubs could sponsor these activities after school hours. Young people could practice many activities with the elderly that derive from their own hobbies and special interests including macrame, knitting, music, or photography.

TO UNDERSTAND AND IMPROVE URBAN HOSPITALS, BANKS, AND HOUSING AGENCIES

PURPOSE: To offer young persons from inner city areas an opportunity to observe and evaluate organizations in the areas of health, education, administration, social work, counselling, recreation, business, and office practices.

BENEFITS TO YOUTH HELPERS: Familiarity with a wide variety of work experiences; the opportunity to work with many community members and knowledge of the resources obtainable therein; clarification of vocational objectives by observing diverse job fields.

CAREER EXPLORATION: Community service, consumer research, teaching, public administration.

POSSIBLE SPONSORS OF PROJECT: School or group of schools, state department of education, parents' association.

ADULT SUPERVISORS: Teacher, community leader, parent.

MODEL PROJECT: Urban Problems Work Study Program
School District of Philadelphia
21st and the Parkway
Philadelphia, Pa. 19103

ORIGIN:

Students from inner city areas have little knowledge of the structure and workings of various organizations within and outside the community. These include the local hospitals, banks, or governmental agencies like the health and welfare departments. More significantly, young people feel that they cannot influence these organizations to deal with community problems. The program administrators felt that if young people could observe local public and private agencies, they would understand better both the organizations and their functions. They could also gain an understanding of the problems that confront these organizations. For example, if they visited a hospital over a period of time, they would discover whether it was

short-staffed and/or insufficiently equipped. They could then discuss the possible alternatives for concerted community action, such as working with the Health Department or meeting with the hospital administration to discern the cause for there shortcomings. Not only would first hand experience make the young people more knowledgeable, it could also interest them in careers in which they could effect change.

HOW PROJECT FUNCTIONS:

More than 700 youths and adults from principal inner-city areas participated in the eight week summer program. The student participants were divided into teams led by a coordinator drawn from the community. The coordinators were hired on the basis of their ability to express themselves, to relate successfully to young people, and for their experience in community activities. The teams were assigned to "operating bases" -- schools, churches -- where they met to coordinate and plan activities. Daily activities were divided into two distinct parts -- work session and a classroom session. Classroom activities included a review of daily activities, reactions and observations of trainees in their work phases, and the planning of further activities. The team coordinator served as discussion leader during the classroom phase of the program. Community resource personnel assisted in developing work projects using ideas derived from the coordinated efforts of teams and their leaders.

The teams spent a part of each classroom session studying community problems and institutions, especially those that provided services to inhabitants of inner city communities. By studying these agencies (such as hospitals or schools), young people were made aware of their structure and functions and could, therefore, be encouraged to devise ways and means of influencing them for the benefit of the community. Various industrial firms, non-profit agencies and governmental agencies made available their facilities and personnel for the duration of the program.

A significant feature of the program was the degree of community involvement. Before the program was approved, school administrators invited the community to review the proposal as a first step and to participate in the project. As a result of these preliminary meetings, a planning committee, which represented the various inner city communities was organized. This committee, composed of eleven adults and two teenagers, was empowered to develop guidelines and policies for the implementation of the project, as far as these were consistent with the proposal submitted. The planning committee was also entrusted with the recruitment and orientation of adult and student personnel. In this connection, handbills announcing the project and soliciting applications were designed and reproduced in quantity and distributed to churches, youth organizations, social agencies, and poor sections of the city.

Selection and Recruitment of Student Trainees:

After team coordinators had been hired and completed their orientation program, they were assigned to the different school sites throughout the city. They then proceeded to hire the student trainees. Employment procedures governing hiring were responses to an employment opportunity advertisement (the handbill already mentioned), an interview, a physical, vacation employment certification, and orientation to the project.

Work Study projects of unusual interest that emerged from the program were the following:

A city government - community project in which several teams made a community survey of dilapidated homes and took subsequent action. A listing was made of unoccupied homes, condemned homes, and homes in of disrepair. This survey constituted the first accurate listing of homes in this area. For most of the team members who seldom ventured out of their own communities, the trips made them aware of housing conditions - better and worse - that existed around them. As a result of this survey, the teams visited the offices of the Model Cities program where they conferred with the Director. Later, they visited the City Planning Commission. For all the young participants, this was their first contact with metropolitan government and its concern with community problems.

In another work project, trainees visited a large bank. There they had the opportunity to receive instruction and actually perform various tasks. They were taken through all the job entrance procedures of the bank such as filling out applications, interviews, testing and orientation. Following this, they were assigned to jobs.

At one work site they ran into problems. At a local hospital, trainees refused to return to work charging that they had been insulted by hospital personnel. When these allegations were brought to the notice of the hospital administrator, the situation improved and work was resumed, and the project became one of the most successful undertaken during the entire program.

SUGGESTIONS FOR ADAPTATION TO YOUR COMMUNITY:

The program could operate on a year-round basis as well and be part of the school curriculum. The school work experience would be modified to include significant aspects of the work study program -- exploration of institutional resources, study of community problems, and activity, preferably student-directed, to counteract and reduce these problems. Follow-up studies on youth participants in the program could be conducted. This would facilitate the collection of information on whether or not positive benefits accrue to those who participate in the program.

Students who had participated in the past could assist in recruiting, directing activities and planning work projects for new members of the program.

PROBLEMS TO BE AWARE OF:

Because of the large number of activities, the program requires careful and complete planning before it begins. The program coordinators suggest a lead time of at least three months. Capable supervision of the participants is also essential to the program's success.

RESEARCHING THE HISTORICAL ROLE OF BLACKS IN A COMMUNITY

PURPOSE: To enlarge a community's knowledge of its past; to develop printed and photographic material about a community's past so that others may study it.

BENEFITS TO YOUTH HELPERS: Familiarity with historical research techniques; interaction with prominent members of the community in the course of collecting data.

CAREER EXPLORATION: Fine arts museum work, research, teaching subjects such as Black Studies, Anthropology, Sociology.

POSSIBLE SPONSORS OF PROJECT: Museum, library, cultural center.

ADULT SUPERVISORS: Teacher, historian, curator, university student of history, archaeology, or anthropology.

MODEL PROJECT: Philadelphia Historical Commission
Room 1313
City Hall Annex
Philadelphia, Pennsylvania 19107

ORIGIN:

The project was instituted under a Model Cities planning grant to discover the historical relationships of blacks with this particular community and to note existing structures (churches, houses, graveyards) illustrating these relationships. The administrators chose young persons of high school age as research assistant trainees for three reasons: they possessed the energy and enthusiasm necessary for a project that required extensive data collection in the field; they would benefit most from discovering at first

hand the significant contribution of their community to the growth and prosperity of the city; and through this knowledge, they would develop a sense of pride and positivism about their community.

HOW PROJECT FUNCTIONS:

The three teenage research assistant trainees were Neighborhood Youth Corps enrollees. None had any experience in research. On the first day, the assistants learned general research procedures. They were instructed in elaborate note-taking. They were then taught to utilize library resources -- to consult the card catalogues, to locate books on the reference shelves, and to request help from the library staff. In addition, the boys were taught Photography (although they had some prior knowledge). All the boys demonstrated different aptitudes and interests which gave the program varied activities and a real sense of team spirit; one of the researchers became highly skilled in collecting materials within the library from manuscripts, rare books and files, while the other two demonstrated interest and ability as photographers of historical sites.

After the general orientation, the project supervisor met with her three assistants almost every morning. At this brief meeting, the project supervisor would instruct each assistant on the particular nature of his day's work: the building to be visited; the particular books to be consulted; and the material to be excerpted. Each student was required to finish his particular daily assignment and report back to the office to the project supervisor at the end of the day. In reporting back, he had to produce the material he had collected as well as the names of sources he had contacted; then he recounted his findings. The supervisor would discuss these findings with the researchers, pointing out shortcomings as well as commending them for initiative in acquiring information.

One young team-member researched the origin of the community church. He discovered from reading inscriptions when it had been built. In collecting this information, he came across a significant and interesting fact -- that it had been built in 1797 and by blacks.

SUGGESTIONS FOR ADAPTION TO YOUR COMMUNITY:

The young persons' activity in the project might be expanded. Their services could be utilized at the tabulation and processing stage as well as in the data collecting stage. The assistants could be encouraged to write their own report in a less scientific form. The report could be used in the local schools as reading material. Moreover, they could be encouraged to use their research design in other projects and interest other students in their community.

Close supervision by the project supervisor at every stage of the project is essential to its success. The young people should see some tangible result of their efforts -- an assignment that is related to their experience and interest and, further, developed into a report incorporating their findings and giving them credit for it.

EVENING MOVIES IN URBAN STREETS ENTERTAIN THOUSANDS

PURPOSE: To provide entertainment in neighborhoods where recreational facilities are limited.

BENEFITS TO YOUTH HELPERS: Increased knowledge of various parts of a city; skills of running complex projection equipment and of organizing large outdoor events.

CAREER EXPLORATION: Motion picture projection, community organization.

POSSIBLE SPONSORS OF PROJECT: Parks and recreation departments, schools (Audio-Visual Departments).

ADULT SUPERVISORS: Projectionist; community organizer, community worker or teacher.

MODEL PROJECT: Movies in the Street
51 Chambers Street
Room 608
New York, New York 10007

ORIGIN:

This program has provided free nightly entertainment five nights a week to disadvantaged neighborhoods for five summers. "Movies in the Street" are shown from 3 mobile truck units completely run by youth. Every week night (weather permitting), a truck and screen are parked in 3 different sites around New York City in the middle of playgrounds, parks, lots and blocked-off streets. Sitting on the blankets or chairs, or watching from apartment windows, rooftops, or the tops of cars, or standing in the back, the mixed audience of young and old view recent movies loaned by the Motion Picture Association of America. Television does not provide

the open feeling and sense of community that pervades the "Movies in the Street."

HOW PROJECT FUNCTIONS:

The crews, Neighborhood Youth Corps enrollees, and their crew chiefs, Urban Corps members, are entirely responsible for setting up, running and packing up the equipment for the program. They also provide music and entertainment for the audience while waiting for the daylight to disappear. The trucks plug into electrical outlets in nearby streetlights which have been especially serviced for that day by the Street Lighting Division of the N. Y. Dept. of Gas and Electricity. The directors are trained by members of the Projectionist's Union. The three trucks travel around the 23 Task Force Areas in the city which have been designated as disadvantaged, and where recreational facilities are limited. Before a cutback in funding, the movie-mobiles travelled in middle class areas as well. In each Task Force Area, the Area Chairman recommends five different community agencies to sponsor a movie. They choose one movie out of the 20-25 movies that are available, designate a specific site and handle the publicity of the event -- usually posters showing the truck. Each Task Force Area is shown 5 different movies located in 5 different neighborhoods over the 10-week summer period.

Sometimes the movie is shown in conjunction with a street party. The community agency usually takes advantage of the neighborhood gathering to make announcements, to discuss immediate community problems and sometimes to collect for a community cause. Usually hundreds of people attend, but once the truck arrives, word spreads fast in these densely packed neighborhoods and many more arrive.

Even though most of the salaries are paid by Neighborhood Youth Corps and Urban Corps and the films are donated by the Motion Picture Association, the program is still costly. There are still trucks to rent for the summer, equipment to buy and service, repairs, some payroll positions, the cost of printing posters, and other miscellaneous expenses. However, private contributions to the Mayor's Commission on Youth and Physical Fitness have provided the money, and the city has not had to allocate funds for the program.

YOUTH ACTION SQUADS REVEAL AND SOLVE MANY COMMUNITY PROBLEMS

PURPOSE: To enable young persons to assess the needs of their community and to initiate measures to satisfy these needs. To give young persons the opportunity to organize community members in activities in schools, hospitals, and day care centers.

BENEFITS TO YOUTH HELPERS: Knowledge of and ability to deal with private and public agencies. Development of powers of communication and persuasion.

CAREER EXPLORATION: Social work, community organization, urban planning.

POSSIBLE SPONSORS OF PROJECT: Schools or neighborhood-based community organization.

ADULT SUPERVISORS: Community leaders, teachers, social workers.

MODEL PROJECT: Community Service Volunteers
Toynbee Hall
28 Commercial Street
London E1 6BR
England

CSV has many interesting ideas and materials. Write them if you wish to receive any.

ORIGIN:

The founder-director of this program in Britain realized that many members of the community needed assistance: elderly citizens, infirm and mentally retarded individuals, young delinquents, immigrants, mothers with little children, indigent tenants with leaky plumbing, residents with poorly lit streets. He also recognized that young people could most effectively render such service. He offered them a growing and learning experience in the "interim period between school and work, between school and university, between school and teacher training, between apprenticeship and adult status in a factory, between being a police cadet and being a

constable." While tailored to British needs, the program of Community Action has value here because many of the problems are similar to ones that confront individuals in the United States.

HOW PROJECT FUNCTIONS:

Young people work in one of these areas for at least four months and up to a year. The social service positions are wide-ranging and dependent on the young person's interest in a particular area of service. Projects devised by the program's director are of particular interest and value to young people in this country: one activity is a "wheel chair reconnaissance" for the benefit of disabled members of the community. With wheel chairs borrowed from the Red Cross or the local hospital, young persons work in pairs -- one as attendant, one as patient. They visit various facilities and services offered in the city and test whether these are accessible to persons in wheel chairs. Is it possible for a person to wheel himself into the Public Library? If not, why can't a ramp be constructed by the side of the steps to make this possible? The local cinema which is an important place of relaxation for these persons is persuaded to permit wheelchairs in the aisles. The excuse, if it is made, that fire department regulations don't permit it, should be questioned.

Young persons also provide information on agencies and persons who can help residents with common as well as unusual problems. They find out who provides low cost legal advice in landlord-tenant troubles, including eviction; where vacations can be arranged for the elderly and the infirm; where furniture can be obtained for the destitute; and who provides free or low cost information and advice on birth control methods, on abortions, on pre-natal and post-natal care.

The young volunteers seek both to interest the community in activities that expose them to unfamiliar situations and to provide worthwhile experience for themselves and the persons with whom they become involved. The local dramatic group conducts its weekly play readings in a convalescent ward for psychiatric patients. The debating society argues issues in a ward for the physically disabled, inviting discussion from the patients. Children from the community visit the Children's Home and participate in activities with its residents. A young community member takes a blind child or a group of blind children on an excursion. Resourceful volunteers visit hospital patients during mealtimes. They offer companionship, sympathy and assistance to the patients and, at the same time, enable the hospital staff to perform other duties.

Young people also arrange to take care of little children while their mothers are out shopping. A day is decided on for mothers to leave their children at the storefront where the squad is centered. During the three or four hours that mothers are at the supermarket or the department store, the community service volunteers (with assistance from other young community members) entertain the children with stories and teach them skills. Because this is a group effort, baby sitting costs are lower and the children have an opportunity to interact with others of their own age. In another example of their resourcefulness, volunteers persuaded a large

department store to open its doors after hours during the Christmas season to accommodate the disabled. The volunteers wheeled these persons in, helped them into elevators and onto escalators, offered comments about purchases, and made them feel that they were an active part of the gift-giving season themselves, rather than just recipients of gifts.

Other activities could include fire precaution demonstrations given by local firemen in alleys and streets and parks. Similarly, road safety techniques could be demonstrated in open areas especially for the benefit of children, and local policemen requested to take an active part in the sessions.

SUGGESTIONS FOR ADAPTION TO YOUR COMMUNITY:

An American school's Community Action Squad can perform all of these activities as well as organize the community itself into action groups. These mini-squads can become consultants on welfare, housing, tutoring. They could work to secure such essential services as garbage removal, clearing of vacant lots and renovation of parks and recreation areas. They could work to relate their classroom study more consistently to problems within the community. Students could study, for example, the structure of poverty agencies and the nature and amount of appropriations made by them.

NEIGHBORHOOD BUYING CLUB COMBATS PRICE MANIPULATORS

PURPOSE: To educate residents of a community on the extent to which the prices of goods are manipulated by merchants.

BENEFITS TO YOUTH HELPERS: Training in how to organize and run a small business. Exposure to the economic needs and problems of a community. Practical training in economics.

CAREER EXPLORATION: Consumer/public interest research and action, merchandising.

POSSIBLE SPONSORS OF PROJECT: Schools (home economics classes), welfare department, church, neighborhood house or settlement.

ADULT SUPERVISORS: A teacher or someone with experience in food pricing and marketing.

MODEL PROJECT: Bedford Pines Buttermilk Bottom's Buying Club
American Friends Service Committee
Atlanta, Georgia 30304

ORIGIN:

Consumers noted that prices on the same goods varied greatly in different neighborhood stores. A group of housewives and young people surveyed the neighborhood to make a list of the most commonly purchased items. This list of basic items included various cuts of meat, bread, eggs, milk, and detergent. They took the list to the grocery stores in the neighborhood and noted on the list how much each item cost in each grocery store. There were variations in price of as much as 150%. They made members of the community aware of these variations. The community then sought to develop an alternative source where these basic items could be purchased at lower prices.

HOW PROJECT FUNCTIONS:

Members of the group found wholesale outlets for food and basic goods. They then went to community residents who had expressed an interest in the project and took their orders for food and other merchandise. The large number of orders enabled the group to purchase the goods in quantity from wholesalers for substantially less then the retail price. The goods were then distributed in the neighborhood and payment collected. (In a project which lacks capital for purchasing, the money can be collected in advance.) The initial venture was so successful that the neighborhood decided to continue its wholesale effort.

SUGGESTIONS FOR ADAPTION TO YOUR COMMUNITY:

Several other community problems can be solved through the approach used in this project -- researching the problem, informing the community and cooperating to find a solution. Concerted efforts could result in the establishment of day care centers, the erection of traffic lights and the cleaning up of dirty lots.

By participating in such a project, home economics classes and other groups would understand more fully the problems that confront the consumer and could work to resolve them.

YOUTH PROVIDE ASSISTANCE FOR THE URBAN POOR

PURPOSE: To provide material aid to extremely poor inner-city people.

BENEFITS TO YOUTH HELPERS: Experience in working with the poor and in utilizing the resources of a city; experience of serving their community as a leader, a helper, or a provider of services.

CAREER EXPLORATION: Social work.

POSSIBLE SPONSORS OF PROJECT: Local anti-poverty agency, schools, welfare department, neighborhood or settlement house.

ADULT SUPERVISORS: Social worker, community organizer, caseworker, or teacher.

MODEL PROJECT: Youth for Service
Dawson Leong
804 Mission Street
San Francisco, California 94103

ORIGIN:

A street worker in San Francisco's Chinatown sought a way for former delinquents to serve the community, a community marked by enormous poverty. Aided by the street worker, the boys developed activities that would aid the community: food distribution, parties and outings for children.

SAN FRANCISCO'S YOUTH HELPER SQUAD

HOW PROJECT FUNCTIONS:

The boys meet several times a week in the basement of an old restaurant in the city. There they discuss community problems and possible solutions. Often the problems come to their attention through their day-to-day life in the city. Sometimes, they get information about needy families or individuals through social workers.

Examples or problems: A family of twelve had no washing machine. Children in the community had no parties and many would receive no gifts for Christmas. Many elderly people, living on welfare, had inadequate food.

When the group finds a problem, they work together to figure out how to solve it. In cases where food, toys or other goods are needed, they go to businesses, to wealthy families, and to agencies in the city to try to "hustle up the stuff." Their hustling has been quite effective. At local schools, they've held Christmas parties for children at which they distribute toys and food. They have distributed substantial quantities of food to elderly people.

The young people themselves have developed a sense of how to negotiate for goods that are needed and of how to give them without humiliating the recipients.

SUGGESTIONS FOR ADAPTION TO YOUR COMMUNITY:

Any group familiar with a community's needs can research problems and take action to resolve them. Additional activities might include summer programs for inner-city children.

LEARNING CRAFTS AND TRADES FROM PROFESSIONALS

PURPOSE: To enable young people to gain practical work experience as apprentices to an individual or an organization.

BENEFITS TO YOUTH HELPERS: Interaction with professionals on a regular basis, knowledge in the use of tools and equipment pertinent to the specific occupation chosen.

CAREER EXPLORATION: Weaving, plumbing, drafting, law, medicine, other professions and trades.

POSSIBLE SPONSORS OF PROJECT: School, community center, vocational counselling center.

ADULT SUPERVISORS: Professional persons, teachers, community volunteers.

MODEL PROJECT: Pacific High School's Apprenticeship Training Program
Box 908
Montara, California 94037

ORIGIN:

The staff and students of this progressive high school agreed that students could clearly define their vocational objectives only if they could actually explore a vocation before they chose it. For example, if a student thinks that he might be interested in becoming an engraver, he would attempt to spend some time working in a print shop to know what it is really like. Similarly, students interested in handicrafts would try to gain experience by working with potters, weavers, carpenters. They felt that trading work for learning from and with someone would be a very good way to learn anything. In turn, the professional would have the benefit of an assistant

to help him in his work and to provide a youthful viewpoint about its quality and appeal. Traditionally, the young and inexperienced have learned the crafts by observing and assisting skilled established craftsmen. Thus, the high school determined to set up such a program.

HOW PROJECT FUNCTIONS:

Posters describing the program and directed at both students and community persons who would hire a student assistant are displayed at prominent and well-frequented locations. "Learn by working at the thing you are interested in," and "teach your trade, art, craft," invite the posters. Interested parties submit applications. The student's application contains information on the particular interest he wishes to pursue as an assistant; what he plans to do afterwards; whether he already has any experience in his chosen interest; and whether his name may be referred to magazines and radio stations that are interested in helping persons to make contact with one another. The program administrator notifies the student if there is on file a person who can help the student to pursue his particular interest. Then the student must contact the person whose name he has obtained. Together they discuss the work they will do; the hours in which they will do it; the length of the commitment; whether the student will pay cash for the materials he uses; or whether the hours that he works and the functions he performs will suffice. If the student prefers to live away from home during this learning period, he may negotiate room and board in exchange for his services. During their meeting or meetings the assistant-to-be will decide what his priorities are; what he can be happy with or without; whether he can adjust to someone else's rules for awhile; and whether he thinks what the teacher has to share with him is what he expects. The teacher will already be clear about what he expects in return and expects in behavior. If the arrangement sounds satisfactory to both parties, the apprenticeship will commence; if not, both parties will look for more congenial arrangements with other persons. The arrangement is extremely flexible at all times. If either party finds the arrangement unsatisfactory, he can end it. Both participants evaluate their arrangement frequently, trying to solve problems before they become too serious. Again, if the apprentice finds that he has learned all he can from a particular teacher, he moves to another teacher. The student earns academic credit for his apprenticeship. An apprenticeship may last for any length of time. For a full year's credit, the student is required to work at least 180 days.

SUGGESTIONS FOR ADAPTION TO YOUR COMMUNITY:

Based on their own experience with craftsmen and occupations, past student participants could discuss with new participants the drawbacks and advantages and make suggestions. They can conduct rap sessions, provide written information, draw up lists of persons who have been particularly helpful and sincere in sharing their talents. They could address student groups and provide personal impressions. They could also demonstrate the skills they have learned, so that other students would be encouraged to try their hand at various crafts. They could run their own trade and crafts courses for the community -- preschool children, the elderly, the handicapped -- and earn credit in school.

HOME ECONOMICS STUDENTS ESTABLISH A RESTAURANT

PURPOSE: To operate a restaurant in order to practice culinary and business skills.

BENEFITS TO YOUTH HELPERS: Practice in customer service techniques, some knowledge of accounting, bookkeeping, interior decoration.

CAREER EXPLORATION: Nutrition sciences, catering services and hotel management.

POSSIBLE SPONSORS OF PROJECT: School, or city agency that could benefit from a lunchroom.

ADULT SUPERVISORS: Home economics teacher, maitre d'hotel, chef, a good cook.

MODEL PROJECT: F.E.A.S.T.
Food Education and Service Training
Jefferson High School
Portland, Oregon 97208

ORIGIN:

Home economics students and teachers felt that students could sharpen the skills learned in class if they operated a restaurant. Through this restaurant, they could provide a relatively inexpensive service to the community while learning valuable skills of organization, cooking, and management.

HOW PROJECT FUNCTIONS:

All aspects of their theoretical knowledge of nutrition and dietary planning, service and equipment maintenance are utilized at different stages of the project.

The restaurant is open for lunch five days a week. A chef supervises the kitchen, and the home economics teacher oversees the entire operation. The students worked closely with their teacher in converting a classroom into a dining area. Tables and chairs were laid out in a manner appropriate to a restaurant setting. Table linen was selected, and additional cutlery and crockery purchased. After much discussion, waitresses' uniforms were chosen.

The young people select the menus to be prepared during the week. Once these have been chosen, the students, advised by the chef, are responsible for cooking the meal. Guided by their teacher, they also take orders; serve and wait on tables; write out checks; man the cash register; maintain accounts and balance the books. They are also responsible for maintaining a clean kitchen. This necessitated the organizing of other duties -- garbage disposal, dishwashing, vacuuming, and laundry. To ensure that everyone gets their fair share of the fun jobs as well as the humdrum ones, all the duties are rotated.

SUGGESTIONS FOR ADAPTION TO YOUR COMMUNITY:

Young persons could utilize their experience and talents to perform any needed service to their community. Moreover, they could prepare meals for the elderly and the handicapped. They could staff a mobile kitchen offering nutritious meals at low prices in schools in low-income neighborhoods.

YOUTH PROVIDE

BUILDING PLANS FOR THE COMMUNITY

PURPOSE: To provide the community with free architectural and drafting services.

BENEFITS TO YOUTH HELPERS: To give young persons an opportunity to examine the possibilities of a career in architecture and related fields.

CAREER EXPLORATION: Architecture, drafting, design, construction, urban planning.

POSSIBLE SPONSORS OF PROJECT: University art or architecture department, architectural firm, community agency.

ADULT SUPERVISORS: Architectural students, professional architects.

MODEL PROJECT: Architectural Skills Training Program
Washington University
St. Louis, Missouri 63130

ORIGIN:

The architectural students at Washington University who formulated the program felt that few young people in minority groups knew about architectural careers. In the past, minority group members have not had the opportunity to choose architecture as a career; thus, young people in these groups do not consider it as a career alternative.

HOW PROJECT FUNCTIONS:

Young people, many from the Neighborhood Youth Corps, who are interested in building and design are recruited into the program. They are given a one-week course of introductory exercises in architecture and drafting. Then, guided by the architectural students, each young person proceeds at his own pace on projects that interest him. In the past, the projects have included the measurement of buildings to be rehabilitated; designs for store-front elevations; design and construction of a bandstand for a local community center; and layout proposals for a small office. Many of these projects are solicited from the surrounding community and performed by the young people free of charge. (The client bears costs of lumber, paint, and other materials.)

If the opportunity is available, the young person is placed with an architect's firm during and possibly after the training period. The university students who run the program are capable of providing instruction to the young enrollees in the projects they undertake. Professional architects volunteer their assistance as well. A lawyer and an accountant also advise the students.

SUGGESTIONS FOR ADAPTION TO YOUR COMMUNITY:

The program could be instituted as part of a vocational school curriculum; thus, the program participants would receive academic credit.

Professional architects in the community can hire young "graduates" of the program as "semi-apprentices."

CONSTRUCTING A COMMUNITY PLAYGROUND

PURPOSE: To involve all members of the community in the construction of a recreational area for children.

BENEFITS TO YOUTH HELPERS: Knowledge of the needs of the community; knowledge of the varied resources available within the community; opportunity to work with professionals such as architects and construction foremen.

CAREER EXPLORATION: Community organization, construction, social work, teaching.

POSSIBLE SPONSORS OF PROJECT: School, parks and recreation department.

ADULT SUPERVISORS: Parents, teachers, architects, construction workers.

MODEL PROJECT: The Cooperative Pre-School
c/o The Edison Little River Self Help
Community Council Inc.
Dade County, Florida 33525

ORIGIN:

Recreational and day care facilities are rare, desperately needed commodities in low income neighborhoods. Often both parents are wage earners. A facility where young children can spend their day under supervision while their parents are at work contributes markedly to the community's well-being. In Dade County, a group of parents decided to build playgrounds for the children.

HOW PROJECT FUNCTIONS:

First, through visits, they familiarized themselves with various kinds of playgrounds. They solicited reactions about the play sites from teachers in their community as well as teachers in the communities they visited. Included in the visiting teams were several pre-schoolers.

The group then wrote letters to several architects and designers asking whether they would contribute ideas for the project. One architect promised to help the community plan and construct the playground.

Because they lacked financial resources, the community determined to purchase no materials but to use whatever was available and to procure the rest through donations from various businesses and from the community itself. In order to get an idea of the materials and manpower that would be available to them, the community contacted local utility companies and construction suppliers. Some companies agreed to donate materials. Foremen and other experienced construction workers offered to donate their time and expertise during the various phases of construction. The teenagers of the community volunteered to build the playground.

First, they put up a fence to surround the 60 x 70 feet area. The cross arms used in the fence were supplied by the power company. Several large sewer pipes, remnants from another construction project, were put to use in the playground. The pipes were transported to the playground in a truck volunteered by a local construction company. They were joined together to form tunnels. The pipes were covered with fill and sand so that they became little hills. The children had endless adventures in this particular structure. The sand and fill were also donated locally, and some donated fiberglass was used to coat the inner and outer surfaces of the pipes to protect the children from injury.

A combination swing and trampoline was also created. This was made by joining old, bald tires together to form a large circle of tires. These were then suspended from trees or utility poles, again donated. The power company donated the outsize wooden reels on which cable is wound. Some of the reels were brightly painted and became tables. A number of reels were piled together to form a small incline. From here the children could look out over the fence and see the road as well as right across the playground. As more resources became available, the plan for the playground was modified.

Through the cooperation of children, parents, teenagers, various companies and professionals, the playground was ready for use in about ten days.

SUGGESTIONS FOR ADAPTION TO YOUR COMMUNITY:

Teenagers could devise other structures to provide more diverse activity within the playground -- a sand pit and a paddle-pool are two possibilities. Other kinds of activities might also be located in the playground -- painting, clay modelling, weaving, singing, dancing. One structure that would allow the children to get away from the noise and indulge in reading or other quiet activity could be included. The community could donate books, puzzles, and games for this haven.

GEODESIC STRUCTURES BUILT FOR HEADSTART PROGRAMS

PURPOSE: To provide shelter in creatively designed environments.

BENEFITS TO YOUTH HELPERS: To develop manual and construction skills, skills in teamwork, cooperation.

CAREER EXPLORATION: Construction, architecture, design.

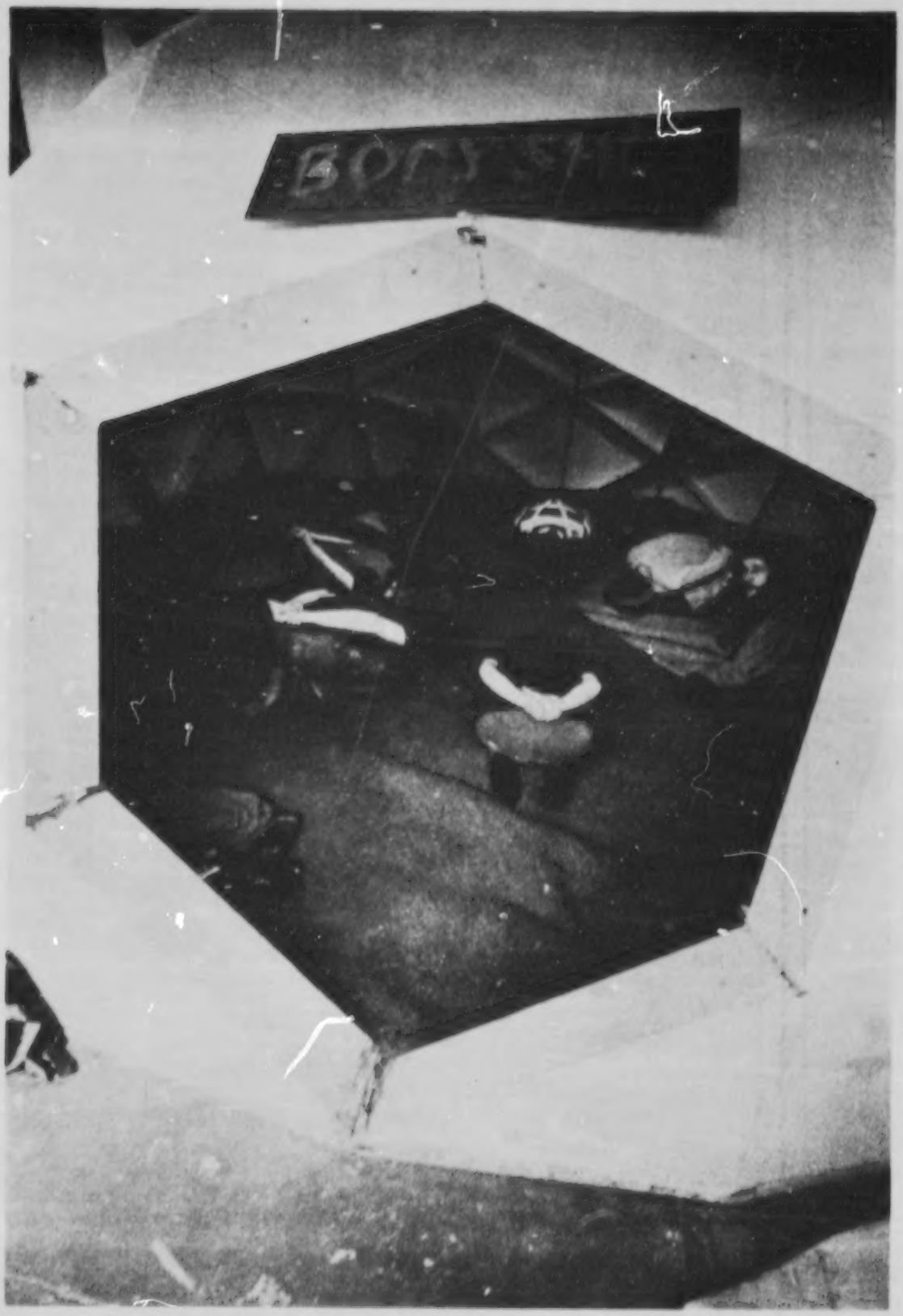
POSSIBLE SPONSORS OF PROJECT: Schools (manual arts or art department); parks and recreation department; housing department.

ADULT SUPERVISORS: Architecture or design students, a carpenter, teachers.

MODEL PROJECT: Charas
303 Cherry Street
New York, New York 10002

ORIGIN:

This program began when several young people from New York's lower East side were inspired by Buckminster Fuller's suggestions to create low cost housing for urban dwellers. Using Fuller's ideas, a family of four can have a spacious home for a cost of 2000 dollars. Furthermore, this home can be built by the family itself or by members of the community. The originators of this project saw the geodesic dome as a means to ease the tremendous housing problems of urban dwellers. Use of geodesic domes



INTERIOR OF DOME SERVES AS YOGA CLASS

would lessen the expense and the reliance on professional builders and increase the consumer's control over his housing. As yet, urban building codes have made impossible the realization of this part of the project. However, CHARAS has constructed several domes for children in Headstart programs.

HOW PROJECT FUNCTIONS:

"Geodesic dome" volunteers are first introduced to some of Fuller's construction concepts through numerous publications. They read and discuss this material. They explore the possibilities of creating different shaped structures and of working with a variety of different materials. These include: plastic, ferro-cement, wood, wire, etc. The second stage in the training is the actual construction of small models. Small domes can be constructed from straws. Through this valuable practice; the young people confront some of the problems in the project.

Finally, they determine what material they will use to make their domes. The material is purchased and the dome or domes are built. A well-organized crew can construct a small dome in one day.

SUGGESTIONS FOR ADAPTION TO YOUR COMMUNITY:

Domes can be built for summer camps, for child care centers, for family garages and play areas.

Domes can be built in a public place so that many people can see how simple the construction process is. Thus others are encouraged to try it. While the project may focus on building the dome itself, much work can be spent on creating an interesting interior. For example, a dome built for young children to use as a play area might contain swings, a reading area, windows of tinted plastic to cast colored lights around the interior, etc.

The dome-building can be part of a larger project. For example, it might be part of a study and research project on urban housing problems in which young people survey such problems in an area of the city. It might be part of a project in which young people work at a child care center. The imagination and resourcefulness of the young people themselves are the only curbs on the uses of the domes.

MEDICAL PROJECTS

Teenagers have developed diverse projects to combat venereal disease, alcoholism, and lead poisoning. As able, compassionate volunteers in hospitals, mental institutions, and centers for the handicapped, they help patients and release professional staff for more urgent duties.

PUPPETS AND SCIENTIFIC DEMONSTRATIONS FIGHT DRUGS, V.D., AND ALCOHOLISM

PURPOSE: To educate children about public health problems such as venereal disease, alcoholism, drug addiction.

BENEFITS TO YOUTH HELPERS: Development of communication skills by speaking assignments. Development of imagination, perception, insight through preparation of educational materials; development of confidence through frequent contact with persons of importance.

CAREER EXPLORATION: The medical profession -- as doctors, nurses, rehabilitation counsellors, caseworkers, street workers, health administrators, health educators.

POSSIBLE SPONSORS OF PROJECT: Schools (health or science classes), health department.

ADULT SUPERVISORS: Health department officials, community health workers, science teacher, medical students.

MODEL PROJECT: Students Concerned with Public Health
615 Spruce Street
Philadelphia, Pennsylvania 19106

ORIGIN:

Students felt that the existing system of health education in the schools was unresponsive to their needs. Hygiene classes tended to ignore problems of immediate relevance to young people, such as drugs and V.D. The community at large seemed uninformed about health matters, incapable of effecting needed improvements in health facilities. In the model project, high school

students learned about public health matters and designed a variety of innovative techniques to teach younger children about health.

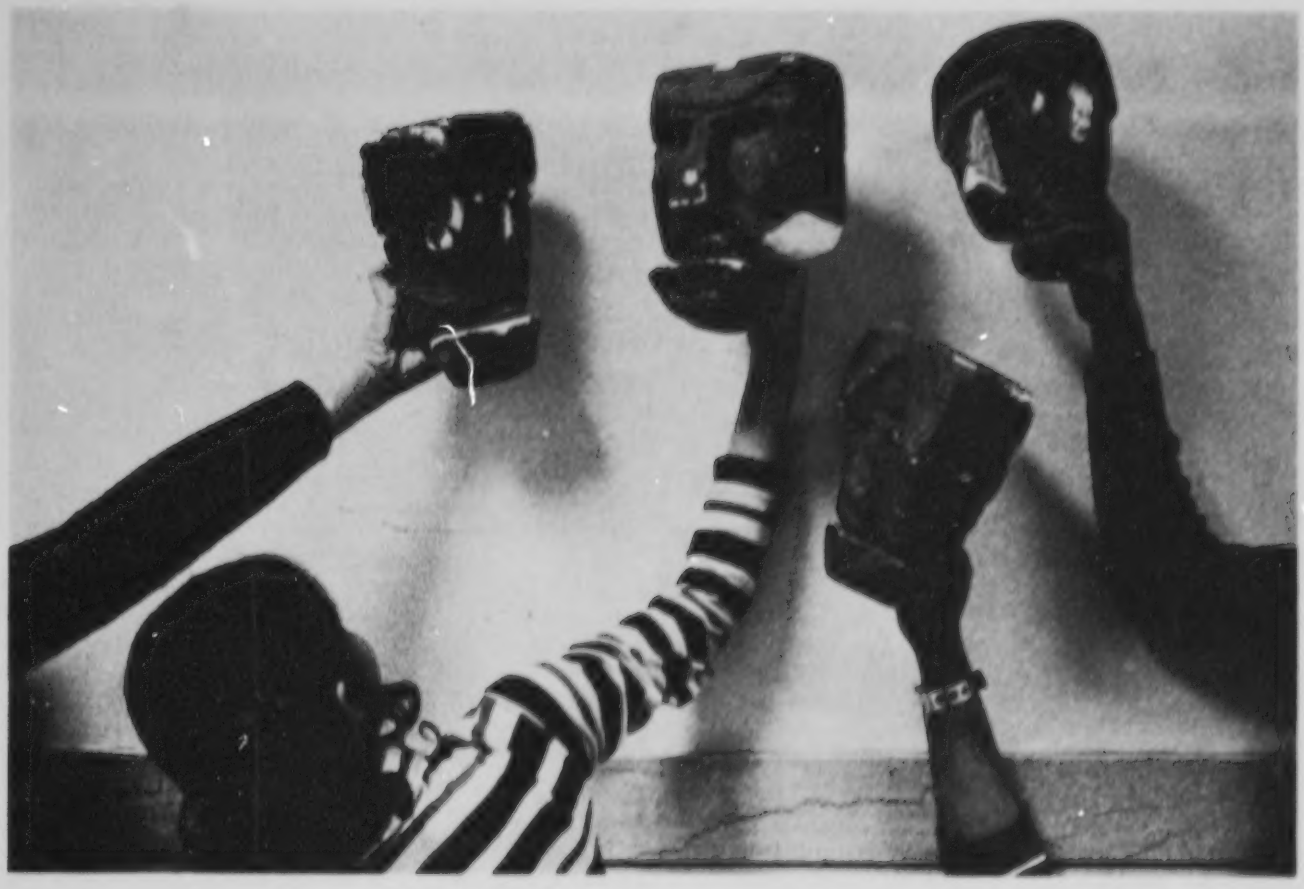
HOW PROJECT FUNCTIONS:

At the program's inception, Neighborhood Youth Corps enrollees and other young people first underwent a rigorous orientation at the local community medical center. They studied the causes, symptoms and treatment of widespread health problems -- alcoholism, drug addiction, venereal disease. They talked with physicians, psychologists, social workers, street workers, alcoholics, ex-addicts. They took part in group therapy sessions. Many of these professional contacts were initiated by students.

After their orientation, they began to design their own program to bring an interesting and relevant form of health education to the Philadelphia elementary schools. They developed the materials that are now part of this program of education -- posters, comic books, scripts for plays and puppet shows. The puppets for the presentation are made simply by carving out the heads from plastic foam; or the foam can be bought in the form of balls and the features painted and carved on. The puppet stage can be made from cardboard or, preferably, plywood.

Then they contacted local schools so that they could make presentations to the elementary school children. A presentation on Alcoholism to fifth graders is typical: a group of four enrollees enter a fifth grade class with a few puppets and a simple puppet stage. After a short introduction in which they discuss the purpose of their visit, the puppet show begins. The dialogue is kept simple, humorous, and the action fast-paced to sustain interest. A show might involve a family situation in which the father, an alcoholic, comes home and creates an unpleasant scene. In the course of the noisy argument, the young child in the family suggests that he go for treatment so that he can be a "good father." The little play develops with the father not showing up for work and the situation at home getting worse. It ends dramatically with the father being killed in an accident. Immediately after the show is question time. The children's understanding of the presentation is tested by the enrollees.-- How did they know the man was an alcoholic? What happened to the man? Do they think alcohol is a bad thing? They would also be asked whether they liked the puppet show, whether they liked having high school kids teach them in this way, whether they would like to be part of the program. Each child who wishes to be a member of the program receives a membership card. The children's participation reinforces the project's intent of collaboration.

Another demonstration deals with glue sniffing. One white mouse is placed in a beaker which has been coated with airplane glue; another is placed in a beaker which has not been coated. Both beakers are covered and the audience watches the effect of the glue fumes on the one mouse, comparing his gradual sickening with the healthy activity of the other mouse. The demonstration ends, of course, before the mouse is killed by the fumes.



SPOKESMEN FOR STUDENTS CONCERNED

During the summer, the enrollees visit playgrounds where there are large gatherings of children. They talk to the children and present their plays or puppet shows.

Another activity is the "Health Happening." The purpose of the Happening is to give teenagers an opportunity to meet with eminent medical leaders, so that they learn about the relationship between medical, social, economic and psychological problems. The participants discuss the health problems peculiar to their communities as well as common problems like addiction and pollution.

Members of the original program have trained students of other high schools by giving them in-service training sessions centered on drug abuse. In cooperation with the Department of Public Health, they sponsored a conference on Venereal Disease. Two members were invited to make keynote speeches at the White House Conference on Children, and the group has been appointed to committees such as Citizens' Committee on Public Education. Members of the program have testified at school board meetings about the need for better health education and have appeared several times on television to speak about their program and their plans for the future. Newspapers have carried a series of articles about the various phases of the program. In the four years since it was founded, the numerous enrollees have reached more than 5,000 elementary school students.

SUGGESTIONS FOR ADAPTION TO YOUR COMMUNITY:

The program currently involves the health education of elementary school children. It would also be possible to reach older children and to educate them about addiction of a more serious nature, contraception, abortion referral and vocational counselling.

PROBLEMS TO BE AWARE OF:

Getting the schools to cooperate in providing time during school hours for visits by members of the program.

Getting the cooperation, on a sustained basis, of municipal health officials.

TEACHING THE COMMUNITY ABOUT V.D.

PURPOSE: To educate community youth and adults about prevention and care of venereal disease.

BENEFITS TO YOUTH HELPERS: To give youth an active part in educating the community about health problems with specific reference to the causes, symptoms and treatment of venereal disease.

CAREER EXPLORATION: Social work, public health, medicine.

POSSIBLE SPONSORS OF PROJECT: Public health department or schools.

ADULT SUPERVISORS: Health workers or teachers.

MODEL PROJECT: NYC Health Information Project
255 East Houston Street
New York, New York 10002

ORIGIN:

This area has a high incidence of venereal disease. Widespread ignorance of the facilities available for treatment and the victims' hesitation to seek medical assistance compound the problem. The project directors realized that teenagers could help, if they were convinced of the need.

HOW PROJECT FUNCTIONS:

Selection of the teenage health workers:

The young health workers are recruited from the particular community. They must display some ability to communicate. They should show maturity in their approach to and understanding of the problem.

The recruits participate in a five-day orientation period conducted by a health worker. The orientation concentrates on the historical, social and medical aspects of venereal disease. So that the teenage volunteers can see the extent of the community's ignorance of V.D., the directors have them conduct a survey. Then the young people present their findings to the community. Crews of four volunteers, each with a crew chief, are assigned to specific blocks in the area to conduct a survey. Two-member teams (one boy, one girl) approach families in their homes and ask them to answer questions printed on a card that test their knowledge of the causes, symptoms, and treatment of venereal disease. When the survey is complete, statistical data is assembled and tabulated. This may be done at the community center or within local agencies. The crews then arrange to have a series of presentations. At these presentations, the question cards used initially on the door to door survey are again administered. A film strip dealing with the problem is shown. Afterwards, some time is reserved to answer the questions posed by the audience. A health worker is on hand at these presentations to answer any questions that the enrollees cannot answer. The Department of Health, the Urban Corps and NYC workers contact community organizations to request permission to give presentations. Local settlement houses and existing youth programs are contacted and most of the presentations are given before youth audiences. Another aspect of the project is poster distribution. The posters provide preliminary information on V.D. and invite the community to the film and the question-answer session. Enrollees are responsible for the displaying of posters at prominent locations within the community.

SUGGESTIONS FOR ADAPTION TO YOUR COMMUNITY:

Because the problem is now epidemic in this country, it would be worthwhile to expand the program so as to involve a far greater number of persons.

The teenage workers could train prospective workers in the orientation session. The teenagers could also devise effective posters, cartoons, leaflets, and film strips.

PREVENTING LEAD-POISONING

PURPOSE: To develop a trained corps of paramedics to staff a variety of community health programs.

BENEFITS TO YOUTH HELPERS: Knowledge of interviewing techniques, sampling techniques; interaction with the community and familiarity with its needs.

CAREER EXPLORATION: Medicine, nursing, specifically these areas as they apply to community health.

POSSIBLE SPONSORS OF PROJECT: Hospital, university, school.

ADULT SUPERVISORS: Health professionals (including school nurse), senior medical students.

MODEL PROJECT: Albert Einstein College of Medicine
Community Medical Corps
754 E. 149th St.
Bronx, New York 10455

ORIGIN:

In many communities, particularly in over-crowded neighborhoods, health care services are at a minimum. Bad housing and poor sanitary conditions provide an ideal environment for disease to flourish. Because ghetto dwellers cannot afford private medical care or hospitalization, few doctors are willing to practice in these neighborhoods. Consequently, ghetto hospitals are understaffed, and wards and out-patient departments filled to capacity. Two medical students at Albert Einstein College of Medicine, together with their

HELPING A DOCTOR TEST A CHILD FOR LEAD-POISONING

university department of Pediatrics and Health, decided that these problems must be attacked. They decided the best approach would be to educate the community about hygiene and health problems and to teach the community to handle its medical needs more effectively. A trained corps of para-professionals drawn from the community, they concluded, would be best able to both educate and assist the community.

HOW PROJECT FUNCTIONS:

The first task of the paramedics was to detect lead poisoning. Lead poisoning is common among very young children of families who live in dilapidated houses which are painted with lead-based paints. In this program, 12 community residents and 110 teenagers were divided into teams of one adult and eight to ten teenagers. The medical students and other professionals from the Medical College taught the paramedics the causes and symptoms of lead poisoning; the reasons for its occurrence among young children; the danger it represents; and the course of treatment available. Paramedics learned door-to-door interviewing techniques. These were made more interesting through dramatization and role-playing exercises. This practice helped paramedics to anticipate and allay the suspicion that would greet them. When they were thoroughly conversant with the information and techniques, they were assigned to their duties. The teams, which included a physician, visited local homes, informed tenants of the causes and dangers of lead-poisoning and did blood-tests for lead. In the three months, over three thousand children were tested for lead poisoning. Of these, roughly three hundred were discovered to be affected in varying degrees. They were registered at a nearby medical center for complete and continuing evaluation and treatment. Those children who had minimal traces of lead were listed by the paramedics as borderline victims. Their parents were told about the danger to their children and instructed in ways to prevent further deterioration of their condition. After the summer most of the teenagers returned to school. Significantly, several enrolled in nursing programs in their schools. Others joined the high school health careers program run by several students at the Medical College.

During the fall, the depleted corps of paramedics -- ten full-time community adults and fifteen part-time teenagers -- continued to work. They screened and tested approximately 300 children per week. The fall program lasted until May of the following year. Then the training was expanded significantly to make the paramedics effective in providing complete physical examinations to children, thirteen years and under. In this expanded training program, the paramedics learned how to measure heights, weights, head and chest circumferences, to take temperatures and blood pressures. They were instructed in the possible side effects of various injections. They were taught to recognize whether their patients were well-developed or suffering from malnutrition. They were supplied with essential information on various health subjects so that they might in turn be able to impart this information to the families of the patients. These subjects included birth control, diet and infant feeding schedules, growth and development, abortion, V.D., and Pap Smears. They were taught how to read and maintain medical charts. It is planned to teach them to make blood smears, and to analyse

stool specimens. With this knowledge the paramedics (under the supervision of physicians) have been conducting a limited program of door to door physical examinations. The children are being given a thorough physical examination -- specifically lead testing, head and chest measurements temperature, heights, weights, tyne testing for T.B. During the summer, the paramedic teams were augmented by forty teenagers from the Neighborhood Youth Corps. They assisted the paramedics in the lead screening and physicals. Many did twice as much work as the Corps paid them for. It is proposed to hire teenagers on a full time basis to staff paramedic teams. The teenager will perform exactly the same functions as the paramedic and will learn from the paramedic. A further plan is to secure certification for the paramedics. This will give them professional status and validity in the community, give them job mobility in this field and financial earning power corresponding to their responsibilities and abilities.

PROBLEMS TO BE AWARE OF:

Community residents must be convinced that they are "in good hands" when they are attended by the teenage paramedics. A gradual process, this persuasion requires tact, perseverance, and self confidence on the part of both program sponsors and youth participants.

YOUTH PROVIDE COMPANY AND RECREATION FOR THE HANDICAPPED

PURPOSE: To provide company and recreation for handicapped people.

BENEFITS TO YOUTH HELPERS: To bring young persons into contact with the physically and mentally handicapped and to interest them in careers that involve working with the handicapped.

CAREER EXPLORATION: Occupational and rehabilitation therapy, special education, social work, medicine (psychiatry and pediatrics), psychology.

POSSIBLE SPONSORS OF PROJECT: School, hospital, health department.

ADULT SUPERVISORS: School, hospital, health department.

MODEL PROJECT: Students Work with the Handicapped
Cameron School
El Cerrito, California 94530

ORIGIN:

Students in a local junior high school worked with handicapped elementary school children. Many of the children were afflicted with cerebral palsy, muscular dystrophy, multiple sclerosis or polio. Initially a summer project, the students subsequently asked the school authorities for permission to continue the program on a year-round basis.

HOW PROJECT FUNCTIONS:

Once a week, during their lunch hour, the junior high students travel to an elementary school in the area. At the beginning, they are given an orientation lecture by the elementary school principal. They then work in the various classrooms. The volunteers speak to the children and listen patiently to those who have a speech handicap and can communicate only with a great deal of effort. They offer help unobtrusively so that the children do not become self-conscious about their limitations.

They play games, go for walks with the children, or read quietly to them. They help them with their lessons. This is especially important because it gives the children individual attention and encouragement. Through the volunteers' participation, the children have a chance to interact with normal persons on a one-to-one basis during the school day. The children form close friendships with the students, who feel responsible for and committed to their young charges.

SUGGESTIONS FOR ADAPTION TO YOUR COMMUNITY:

A professional from the community -- a therapist, a pediatrician, or an orthopedic doctor -- could be prevailed upon to give the teenage volunteers a thorough and scientific orientation.

PROBLEMS TO BE AWARE OF:

Parents of the teenagers will need to be reassured about the value of the program to the personality development of their children. Parents of the handicapped children will require reassurance that their children will receive reliable care.

HOSPITAL APPRENTICESHIPS AUGMENT SCIENCE CURRICULUM

PURPOSE: To provide additional help in a hospital.

BENEFITS TO YOUTH HELPERS: To expose students to the range of health careers in a major medical center, to gain first hand knowledge of the workings of the medical profession through close contact with a wide range of specialists.

CAREER EXPLORATION: Social work, medicine, nursing, research.

POSSIBLE SPONSORS OF PROJECT: Schools, health department.

ADULT SUPERVISORS: Science teacher, professional hospital personnel.

MODEL PROJECT: Cooperative Education Program
New York University Medical Center
and
Joan of Arc Junior High School
550 First Avenue
New York, N.Y. 10016.

ORIGIN:

The director of the program, a school science teacher, felt that the science curriculum of her ninth grade students should be supplemented by practical experience in a medical center. This opportunity would encourage the students to improve their education and perhaps even seek careers in the medical field.

HOW PROJECT FUNCTIONS:

The 120 students in the program are recruited on the basis of interest rather than ability. The idea is to select students who show a general interest in the sciences and to channel this interest into a specific health-related field.

The students spend one day a week at the New York University Medical Center. This field work and one general science class constitute the 9th grade science requirement.

At the Medical Center, the students spend the morning in the laboratory, working on independent projects which they have chosen and designed. This session is supervised jointly by their science teacher, three volunteers from the Graduate School of Education, and by some of the staff members at the Medical Center. After lunch at University Hospital, the students either watch a film on some aspect of medical work or attend a discussion conducted by a visiting lecturer.

In the afternoon (from 1:00 until 4:00), each student works with a hospital staff member (doctors, nurses, technicians, social workers, researchers) who has volunteered to take a student into his office or laboratory. By observation as well as practice, the student learns the basic skills of the area in which he is working. The medical advisor either designs a project for the student and provides constant guidance or trains the student as an assistant in his own work. During these sessions, students clean and care for laboratory animals, work in research laboratories, assist in chromosome studies, help to perform operations on dogs, cats and mice, tabulate data in drug studies on rats, work independently, assist in research and study on the making and designing of prosthetic devices and artificial limbs, and develop prints in the photo-processing lab for clinicians' use. The students also plan additional activities such as field trips, fund-raising activitites, and a science fair. Some students continued to work at the Center during the summer and were paid through the Neighborhood Youth Corps.

SUGGESTIONS FOR ADAPTION TO YOUR COMMUNITY:

"Graduates" of such cooperative programs could teach new students and assist in their orientation. The program could be extended beyond a one year experience; students could progress to more advanced study and greater participation at the Medical Center. Enrollees could, with their experience, educate members of the community on community health problems and on the comparative costs and availability of health services.

LEARNING ABOUT MENTAL HEALTH CAREERS THROUGH WORK IN LOCAL HOSPITALS

PURPOSE: To provide additional help in local mental hospitals.

BENEFITS TO YOUTH HELPERS: Develop interest in careers in mental health.

CAREER EXPLORATION: Psychiatry, nursing, special education, counselling, psychology.

POSSIBLE SPONSORS OF PROJECT: Department of health, schools.

ADULT SUPERVISORS: Medical staff, teacher or community volunteer serving as coordinator.

MODEL PROJECT: High School Mental Health Careers Program
c/o Massachusetts Association for Mental Health
38 Chauncey Street
Boston, Massachusetts 02111

ORIGIN:

Authorities estimate that the United States needs approximately 60,000 additional trained mental health workers. This need is likely to increase as community mental health programs expand, boosted by new legislation and various federal aid programs. The originators of the program felt that young people could work in mental institutions and thus help to fill the need.

HOW PROJECT FUNCTIONS:

Shortly after the school year begins, community volunteers (there are six of them in this program, each assigned to recruit students for work in a particular mental hospital) make contact with the school administrator. A faculty member notifies the students about the program. The community volunteer arranges to meet with the group of interested students. Then individual interviews are scheduled.

The selected students visit the mental institution to which they are assigned for two and half hours one afternoon per week. Students spend one and a half hours with patients either participating in activities or watching professionals at work. They may observe a family interview with the social worker, work with patients in the occupational therapy shop, assist with nursing services, participate in recreational activities, or make rounds with a psychiatrist.

During the second hour, students participate in a group session led by a psychiatrist or a clinical psychologist. The professional uses the group process to hear students' impressions and observations and to heighten their understanding of interpersonal relationships. The group meeting also helps students to analyse their experience under professional supervision.

The psychiatrist or psychologist and the community volunteer meet intermittently with participating hospital staff members, plan meetings for teachers and parents at the hospital, and assist local mental health associations to operate related school and community programs. Each student is assigned to a professional worker who provides him (or her) with a role model and supervises his hospital work. After six or eight weeks, the student is reassigned to another member of the hospital staff with a different specialization and exposed to another area of mental health treatment.

SUGGESTIONS FOR ADAPTATION TO YOUR COMMUNITY:

"Graduates" of the mental health program described above can inform other students about the program. In a field such as mental health where prejudice and misconception still abound, peer group discussion and endorsement of the program will provide validity for prospective enrollees.

COMMUNITY HOSPITALS, TRAINING GROUND FOR MEDICAL CAREERS

PURPOSE: To provide assistance to hospital personnel.

BENEFITS TO YOUTH HELPERS: To give students an opportunity to investigate various medical careers by working in a hospital environment with hospital personnel. Familiarity with sophisticated equipment, familiarity with the workings of a hospital.

CAREER EXPLORATION: Medicine, nursing, hospital adminstration, therapy, social work, research.

POSSIBLE SPONSORS OF PROJECT: Local hospital or schools.

ADULT SUPERVISORS: Professional hospital personnel.

MODEL PROJECT: Health Exposure Program
JFK Community Hospital
Edison, New Jersey 08817

ORIGIN:

The originators of the eight-week program felt that many young people did not choose health careers because they knew so little about them. If young people learned of the various career opportunities while their vocational objectives were undefined, they might choose a career in one of the health services.

HOW PROJECT FUNCTIONS:

The students are selected from three communities near the community hospital. School guidance departments recruit and refer students. They are then screened by the Director of Volunteers who is attached to the hospital and coordinates the program.

After applications are processed and health examinations completed, the selected students tour the hospital; they learn hospital ethics, the use of a stretcher and a wheelchair. Then begins a series of group orientations. The Hospital Administrator leads a group discussion on social service and safety procedures. After a group orientation on nursing conducted by the Director of Nursing Education, the students are assigned to specific functions on nursing floors. Similarly after a group orientation to Materials Management, all are assigned to separate functions in central supply, general store, the print shop, etc. In the following weeks there are group orientations on pharmacy, radiology, anesthesiology. In the course of the program, students transport patients, provide meal-time assistance, deliver specimens, assist nursing staff in washing, feeding and general care of patients, set up (under supervision) patients with hot packs, observe patients in whirlpool, assist technicians in tests, assist in unskilled phases of radiology lab, aid in interviewing blood donors, type own blood and make up blood slides.

Each enrollee is required to maintain a daily journal of his activities, experiences and impressions. Weekly meetings are held with the coordinator of the program. At the end of the program, each participant receives a letter from the coordinator, commending him or her on her performance in the program. They are asked whether they would like to take part in various other volunteer programs in the hospital, e.g., the sickle cell anemia program. They are encouraged to keep contact with the hospital even after the program is ended, to talk about career plans. Opportunities are available for part-time work at the hospital for students who have successfully completed the program.

SUGGESTIONS FOR ADAPTION TO YOUR COMMUNITY:

The duties and obligations of both enrollees and hospital personnel should be clearly defined before the program begins in order to prevent the assignment of students to only menial tasks.

ASSISTING DENTAL STUDENTS WHO TREAT NYC ENROLLEES

PURPOSE: To improve the dental health of a community.

BENEFITS TO YOUTH HELPERS: To provide participants with on-the-job training as dental assistants; improvement of personal dental hygiene.

CAREER EXPLORATION: The dental profession.

POSSIBLE SPONSORS OF PROJECT: University dental school, dental clinic.

ADULT SUPERVISORS: Dental student, practising dentist, teacher in dentistry.

MODEL PROJECT: Seattle Neighborhood Youth Corps
Dental Project
Seattle, Washington 98101

ORIGIN:

The high cost of dental treatment and the little knowledge of dental hygiene are two problems that plague Americans. In response to this situation, the Seattle program provided for instruction in dental hygiene and treatment by dentists free of charge. The success of this program was in part due to the Neighborhood Youth Corps enrollees who assisted the dentists.

HOW PROJECT FUNCTIONS:

The nine-week summer project was paid out of NYC funds and included twelve dental students from the Dental School, twelve Neighborhood Youth Corps dental assistants, a dental instructor, a special assistant to the instructor, the appointment coordinator, the coordinator's secretary and a consultant. The program was two-pronged in that it provided the NYC youth with the opportunity to learn about dentistry by acting as dental assistants and it provided needed dental care to the enrollees. The patients were NYC enrollees, many of whom had never been to a dentist. NYC counselors compiled lists of their enrollees whom they felt were in need of dental treatment. Enrollees and their parents were then contacted to ascertain whether they were amenable to having their children treated. If they responded positively, a letter explaining the procedure was mailed. Enclosed with the letter was a parental permission slip and a health questionnaire. Both forms were required when the enrollees came in for X-rays.

The NYC patients were scheduled for three-hour appointments. The work supervisors at NYC were informed about the project to ensure that all scheduled enrollees be reminded to keep their appointments. A total of 279 enrollees received treatment during the nine-week period.

Enrollees who became interested in the program after it began were placed on a waiting list. As openings became available, these enrollees were given an appointment and subsequently treated. The assistant to the instructor took care of emergency dental problems in addition to his regular patient load. The dental students (who were third year students at the Dental School) each treated two patients a day -- one in the morning and one in the afternoon.

The NYC dental assistants assisted the dental students. They mixed cement, sterilized instruments, reminded NYC enrollees who were patients about their appointments, and escorted enrollees to the main dental clinic. The dental assistants themselves were treated during the last week of the project.

SUGGESTIONS FOR ADAPTION TO YOUR COMMUNITY:

The program could be extended to operate on a year round basis. This would provide continuing treatment for the patients, experience for the dental students, and on-going training for the young dental assistants. In addition, the dental assistants' duties could be increased. They could talk to the patients and the community on the correct and scientific care of the teeth. In teams, they could go into various schools to present a creative program on dental hygiene and general health. This program might be especially useful in the elementary schools were dental and general health education should properly start. The assistants could design their own materials for their lectures -- pictures, mime, puppets, and plays to present their ideas creatively and entertainingly.

LEGAL SERVICE PROJECTS

The legal system and teenagers are not always polar opposites. In these projects, young people serve as advisory juries in traffic court; assist peers who are defendants, and act as court observers.

AID AND ADVICE FOR TEENAGE DEFENDANTS

PURPOSE: To assist young people who are about to face trial in preparing for the trial.

BENEFITS TO YOUTH HELPERS: To develop understanding and experience of the judicial system.

CAREER EXPLORATION: The legal profession, social work, government, law enforcement.

POSSIBLE SPONSORS OF PROJECT: City government, legal aid services, schools, university law school.

ADULT SUPERVISORS: Legal aid lawyers, law students, social workers, police department

MODEL PROJECT: Legal Representatives
The New York Youth Services Agency
31 Chambers Street
New York, N.Y. 10007

ORIGIN:

Young people who are in jail while waiting trial frequently lose contact with their community and family and, subsequently, lose also the moral and practical support of these groups. Moreover, they often lack knowledge of how to dress or conduct themselves during their court appearance. A defendant's poor deportment and/or sloppy dress can prejudice a judge and jury against him. This program was established to enable young people to

help youthful offenders in these areas and to assist legal aid lawyers in matters that do not require professional knowledge and experience.

HOW PROJECT FUNCTIONS:

The group of young people who are going to serve as Representatives meet with a lawyer or student for a series of training sessions. They learn about court procedures, rules of behavior in courts, the nature of evidence and other information necessary for their work.

One or more Legal Representatives are then paired with a Legal Aid Lawyer. The Legal Representative assists the lawyer in several ways. He may act as a liaison between the lawyer and the boy who is about to face a hearing or a trial and advise the boy on how to dress and behave in court. The Legal Representative may interview prospective witnesses for the lawyer. It is suggested that in these cases the lawyer work carefully with the Legal Representative to prepare a list of questions. The Legal Representative may appear in court for the lawyer with affadavits and motions for adjournment. This frees the lawyer to carry out other activities when otherwise he would have to appear to fulfill a formality. The Legal Representative may inform the defendant's parents, friends or community workers about the case and get them to appear in court and, if helpful to the case, to participate in the hearings. The Legal Representative's work frees the lawyer from time-consuming activities which take him away from the more strictly professional aspects of defense of his client. At the same time, the Legal Representative gets first hand experience in dealing with the courts.

SUGGESTIONS FOR ADAPTION TO YOUR COMMUNITY:

The training could utilize simulation techniques so that the young people can practice how they will proceed when they are involved in the actual helping relationship.

The Legal Representative could also participate in an ongoing course on the legal system, or conduct a survey of community problems. For example, he might survey adults and young people to determine the extent of their knowledge about the legal system. The results could be the basis for a legal information service in the community operated by young people, or a class project to improve the community's knowledge of the legal system.

Upon receiving permission from the prison authorities, young people could serve as liaisons between jailed prisoners -- juveniles -- and try to reestablish contact between them and their families, who may have become disillusioned with them. They could also take books and goods to the imprisoned juveniles.

Young people could act as tutors to prisoners, tutoring them in basics such as reading or math; in subjects which would brighten prison life such as drama; or about current events.

A TEENAGE JURY FOR A JUVENILE TRAFFIC COURT

PURPOSE: To enable young people to participate directly in government at a local level.

BENEFITS TO YOUTH HELPERS: Development of social responsibility and judgment; work with a high level professional.

CAREER EXPLORATION: The legal profession; government.

POSSIBLE SPONSORS OF PROJECT: City Government, school social studies department.

ADULT SUPERVISORS: Judges or magistrates.

MODEL PROJECT: Louisville and Jefferson
County Youth Commission
400 South 6th Street
Louisville, Kentucky 40203

ORIGIN:

Many young people have had contact with municipal Traffic Courts. In Louisville, Kentucky, a judge felt that Traffic Court could provide teenagers with important experience in the judicial and governmental process. Thus he decided that young traffic violators should serve on a teen jury rather than being remanded to traffic school. Volunteers from the area could also serve by calling the county Youth Commission and making a reservation. The jury consists of 12 teenage jurors and 2 alternates.

HOW PROJECT FUNCTIONS:

The Teen Jury functions every Monday morning in Jefferson County Traffic Court. The Judge first meets the jurors and explains their role and responsibility in the cases that will be presented to them. Then Traffic Court begins. When youth violators come before the court, the Judge refers their cases to the Teen Jury. In doing so, the Judge explains to the teenagers the options allowed by law and asks for their recommendations in this particular case. The Jury discusses the case and makes its recommendations by a hand vote. The Judge then determines whether the recommendation is appropriate. He passes sentence. The role of the jury is consultative.

Evaluation:

From all observations the Teen Jury has been successful. Young people who have served on the jury say that it has been interesting and informative. Although the program began as a summer experiment, the Court is now considering its continuance during the school year.

SUGGESTIONS FOR ADAPTION TO YOUR COMMUNITY:

Some additional opportunities that this kind of project presents are:

A) A training program in legal rights and procedures that would be taught by law students.

B) A full-time rather than a rotating jury because continuing experience would improve judgment.

C) A program which would combine the jury idea with community work on related problems: developing curriculum for traffic school classes. Or, perhaps young people could sit in on a consultative capacity in a broader range of cases than just Traffic Court. A judge who must sentence a drug user might benefit particularly from the advice of young people who are close to the drug scene. These same young people might do street work on the problem.

PROBLEMS TO BE AWARE OF:

The cooperation of the judiciary is essential to the program.

COURT WATCHERS

PURPOSE: To rectify inequities in the court system

BENEFITS TO YOUTH HELPERS: To give young people first-hand knowledge of the way court works; to help them prepare themselves and others for encounters with the court system; to learn some of the underlying problems of that system.

CAREER EXPLORATION: The legal profession, social services, government.

POSSIBLE SPONSORS OF PROJECT: City government, school system, ACLU, college or university, church.

ADULT SUPERVISORS: Teachers, law students, attorneys, social service workers.

MODEL PROJECT: The Equal Justice Council
462 Gratiot Street
Detroit, Michigan 48233

ORIGIN:

Court Watching grew out of a program designed to advise citizens of free legal counsel if they are unable to pay for it. The program aspires to inform people of the procedures and practices of the courts by having them observe the courts and record the proceedings. Through such observation and reporting, the program also serves as a "citizens' watchdog."

HOW PROJECT FUNCTIONS:

In this summer program, Neighborhood Youth Corps enrollees as well as students from local colleges and universities receive at least four hours of training from an attorney and community worker. The training emphasizes (a) the chronological aspects of the criminal procedure and (b) discussion and analysis of how the criminal procedure responds to the problems of a large urban society. Since there has been a recent upsurge of interest in the problems of the courts and legal proceedings, it is suggested that printed materials for this training be found in many sources outside of the normal professional journals on the law. Many popular magazines have carried articles on the subject.

Periodic meetings are held to review the initial training of the Court Watchers and to discuss the data they have collected. But the focus of the program is on the work of the Court Watchers in the court room. The Court Watchers attend the court sessions regularly. It is always important in preparation for their first court session, that the Watchers be told about proper decorum in the court.

The Court Watchers are given a clip board with a data sheet. The data sheet contains questions about the proceedings in court. These questions are related to the particular issues the group is watching for. In the model program general categories of questions were: courtroom decorum, judicial impartiality, apparent concern of defense counsel for his client, racial differences in trial proceedings and sentences. One way this can be organized is to have a data sheet for each defendant. If your concern is to record whether there is a difference between the way minority group defendants are treated by the court, the data sheet might ask such questions as: The race of the defendant _____, Sex _____, Brief description of his dress _____, Number of minutes his case was before the Court _____.
Plea: Guilty _____, Not Guilty _____
Was there cross examination of witnesses _____
Length of Cross Examination of first witness _____
second witness _____
third witness _____
Length of sentence _____

In the model program, data sheets were returned to staff members who analyzed them. The findings were published in order to direct public attention to apparent inequities in the courts and subsequently rectify them.

Some of the findings were:

1) 2/3 of the cases in Recorder's Court were conducted in a noisy atmosphere.

2) There was racial difference in the length of cases. More whites than blacks had cases lasting more than 10 minutes.

3) Failure to allow cross examination and to properly indicate the nature of the charges was noted in a number of cases. This was especially true in cases involving black defendants.

4) A defense attorney was available in only 1/3 of the cases.

5) Judges kept erratic hours.

6) Clothing worn by the defendant affected the severity and type of sentencing.

SUGGESTIONS FOR ADAPTATION TO YOUR COMMUNITY:

The court watching program could be extended into the school year to become part of a social studies curriculum on urban problems. The training part of the program could take place during class periods.

CRISIS INTERVENTION PROJECTS

Empathy, not sympathy, enables young people to establish and staff centers that truly help troubled teenagers.

LOOKING IN THE WINDOW OF A CRISES-INTERVENTION CENTER

ANSWERING A CALL FOR HELP

PURPOSE: To provide moral and practical support for the young people of a community who need emergency advice and help.

BENEFITS TO YOUTH HELPERS: To provide training and practical experience for the youth helpers in helping others. Development of empathy, understanding of others.

CAREER EXPLORATION: Paramedical careers, medicine (psychiatry), psychology, social work.

POSSIBLE SPONSORS OF PROJECT: Health department, hospital, school.

ADULT SUPERVISORS: Doctor, social worker, medical student, teacher.

MODEL PROJECT: Dial Help
Rio Hondo Crises Intervention Council
P.O. Box 593
Pico Rivera, California 90660

ORIGIN:

Loneliness, addiction, pregnancy, arrest, and homelessness shatter more young lives every year. Often the problems result from distorted relationships with older people and established institutions. For this reason, young people are more inclined to trust and appeal to their peers. Furthermore, they seek a helping relationship to which no strings are attached -- no reports to police, parents, etc. In response to this need, young people have set up and manned crises telephones. They have publicized the numbers, and they spread the word that young people in trouble

can call the number for support and advice on the practical help available.

HOW PROJECT FUNCTIONS:

A telephone center must be established. The phones are installed and the numbers publicized. The young people can contact the media and ask for free space and time to advertise the phone numbers. The young workers also develop their own posters and put them up in places where young people congregate. Continuous publicity is essential.

Training:

The volunteers read and talk about the causes and cures of various kinds of drug problems, depressions. They also investigate the community services which provide help to young people who are in trouble. These would include hospitals, clinics, free legal services. They may also talk to professionals, such as doctors and lawyers, who might be willing to volunteer time to help young people. They will make a list of these services to be used in referring callers.

The training should include role-playing of situations in which people call with various crises. For example, a role-player might call in a suicide and the person answering would have to figure out what to do. The role playing will bring energy and interest to the training while preparing young people to handle difficult situations. During the initial manning of the telephones, professional people should be available to help the young people. As they answer the telephone they should have handy a list they have developed of helping agencies and people in the community. Most of the calls will need to be referred to some such agency, or to a medical doctor or lawyer.

There should always be two young people, a boy and a girl, available at the phone. They provide moral support for each one. As the young people become more accomplished at providing helpful information and advice, they may want to train others to do the work.

SUGGESTIONS FOR ADAPTION TO YOUR COMMUNITY:

As the volunteers become more accomplished at dealing with the callers, they may want to expand their assistance efforts. They may want to provide person-to-person counselling. The person in trouble can come to the center and speak to the volunteers in person. Initially the helper's counselling skills can be developed through role-playing and through the guidance of experienced counsellors.

The volunteers may also decide to have some of the practical helping services available at the center. A clinic manned by volunteer doctors and psychiatrists would be one possibility. Volunteer lawyers can spend some time at the center. A quiet room where a person could sit while he is coming off a bad trip could be arranged. In some cities, the helpers have been able to provide beds where young people who have no place to spend the night stay.

A CENTER OF COUNSEL AND REFUGE FOR RUNAWAYS

PURPOSE: To provide helping services to youth under 18 years of age who find themselves estranged from family, living situation, school, friends, or self.

BENEFITS TO YOUTH HELPERS: Development of empathy, increased responsiveness, and ability to communicate with others.

CAREER EXPLORATION: Social work, psychology.

POSSIBLE SPONSORS OF PROJECT: City government, schools, health department.

ADULT SUPERVISORS: Psychologist, social worker or teacher.

MODEL PROJECT: The Berkeley Runaway Center
2430 Dana Street
Berkeley, California 94704

ORIGIN:

Many communities, particularly during the summer, are inundated by young people who, in one way or another, have cut themselves off from their families. They may have no place to go or be ill -- mentally or physically; all desperately need companionship and help. The Berkeley Runaway Center was established to help these young people. It is staffed primarily by adults, with volunteer help from university and high school students. The Board of Directors of the Project is composed of students and adults from the community.

HOW PROJECT FUNCTIONS:

The development of the volunteer staff: A committee of social workers screens young people as well as adults who wish to volunteer services to the center. Professionals from the community have also been approached to volunteer their time; psychiatrists, social workers, and a neurologist are available should there be a need for them. Volunteers receive training from professionals in the fields of social work and psychology. In the training, they develop their ability to interview effectively as well as to sense the seriousness of the problems of the people they are working with. Attention is also given to practice in providing emotional support to the young people who visit the center.

The center is open ten hours a day, six days a week with a telephone answering service covering off-hours. Two staff persons are on duty during the open hours. The volunteers greet and interview persons who come in for help, answer telephones, handle office routines, and participate in counseling sessions. The center provides immediate help, care, and legal assistance. The center also provides pre-runaway counseling for anyone under 18 who comes in or phones to discuss problems that might eventually lead to running away. Much of the counseling is done through a cooperative arrangement with the local school counseling staffs. Discussion of problems leads to the discovery of alternative workable solutions, and running away is no longer the only remedy. The major alternatives which can be proposed are:

1. Immediate return home with the assistance of the center for travel plans or help with the reconciliation.

2. Temporary foster home care with parental authorization.

3. Remanding oneself to the jurisdiction of juvenile authorities. If, for example, a youngster is already on probation, his probation officer is called if he chooses this route of appeal to authority.

4. If a person does not wish to make a decision immediately, or decides not to use the center, he may return later or not at all.

SUGGESTIONS FOR ADAPTION TO YOUR COMMUNITY:

A center for young people can serve others as well as those who are in trouble. In many parts of the country young people travel during the summer and need places to stay. Communities could set up hostels near major roads. These should have beds, some kitchen and bathroom facilities. The hostels could be staffed by young people from the community itself. They would be responsible for maintaining them, for greeting visitors and for providing simple assistance, such as information about the local area.

Within a community it is possible for young people to set up centers for their peers. In a basement of a church or settlement house, there might be cold drinks, coffee and some pastry, a piano and record player or ju e box. This contemporary "coffeehouse" could be advertised in the local newspapers and on the local television and radio stations.

ECOLOGY PROJECTS

The dedication, resourcefulness, and diligence that teenagers devote to other concerns mark their ecological campaigns as well. A highly successful newsletter and a very effective environmental organization are two examples.

ERADICATING ENVIRONMENTAL PROBLEMS

PURPOSE: To develop a community's awareness of environmental problems and solutions.

BENEFITS TO YOUTH HELPERS: To give young people experience in organizing groups to solve community problems.

CAREER EXPLORATION: Community organization, teaching, natural science, urban planning, conservation.

POSSIBLE SPONSORS OF PROJECT: School, parks department, university school of agriculture.

ADULT SUPERVISORS: Teacher, university students.

MODEL PROJECT: Project Earth
Campolindo High School
Moraga, California 94556

ORIGIN:

The Sierra Club, an environmental group, held several seminars at Campolindo High School. As a result, the students became interested in developing their own approach to the solution of environmental problems. A staff member of the Sierra Club conducted a seminar on the subject. Then the students held a highly successful "Smog Free Locomotion Day," to make other students and the community aware of environmental problems. Refusing to use cars on "Smog Free Locomotion Day," the students came to school on foot, horseback, bicycles,

WHAT THEY ARE TRYING TO SAVE: A SCENE OF THE CALIFORNIA COAST

unicycles. Many of them carried placards, and some wore gas masks to dramatize their concern about the environment. As a result of this event, the students organized EARTH, a club whose purpose is to improve the ecology and build ecological awareness.

HOW PROJECT FUNCTIONS:

The students organize according to interest. Those who want to work on a particular problem join together or choose a leader. Each group consults with other students and adults who are expert on a particular problem.

One group went to area grocery stores. They gave the merchants information about organically grown fruits and vegetables and told them about the harmful effects of chemically grown foods as well as of certain kinds of detergents. They also supplied the merchants with posters and brochures on safe foods and safe detergents. Some of the merchants subsequently established centers with organically grown vegetables and stocked biodegradable detergents.

Another group approached local businesses. They asked employers to encourage their employees to utilize carpools in order to cut down on the number of automobiles that employees drove to work.

Several of the students planted a garden and tried to raise vegetables without using chemical fertilizers or dangerous pesticides. They did original research to determine what fertilizers and pesticides were not harmful and documented carefully the growth of the garden.

Another group contacted an aluminum can company in the area and got them to agree to take back any aluminum cans that the young people would collect. The students publicized their collection of cans for recycling. They set up collection points around the city; used the newspapers, television, and radio to advertize the locations. Then, they collected the cans and returned them to the company. The company paid them a small amount for the re-usable metal. The group has since designed and built its own aluminum can-crusher.

Another group of students researched the laws on land and water use. Through their research they discovered places in their community where the laws were not being properly followed. They reported this and tried to get legal action taken.

SUGGESTIONS FOR ADAPTION TO YOUR COMMUNITY:

A project such as Earth relies heavily on the interest of the students. Students must be consulted during the development of such a program. The ecological projects that they consider important and in need of action may differ from the ones at Campolindo.

A DOCUMENTARY OF ECOLOGICAL PROBLEMS AND SERVICES

PURPOSE: To create public awareness of local environmental problems.

BENEFITS TO YOUTH HELPERS: Familiarity with ecological problems and solutions to them; development of commitment to a better environment.

CAREER EXPLORATION: Writing, journalism, community organization, conservation.

POSSIBLE SPONSORS OF PROJECT: Parks and recreation department; church; school journalism department.

ADULT SUPERVISORS: Teacher, university students.

MODEL PROJECT: Ecology Action for Rhode Island
286 Thayer Street
Providence, Rhode Island 02906

ORIGIN:

Ecology Action for Rhode Island (EARI) is a group of people of all ages who have united to attack the state's environmental problems. EARI's highly successful newsletter, which teenagers help produce, heightens Rhode Island's awareness of ecological responsibilities and issues.

HOW PROJECT FUNCTIONS:

The EARI newsletter is a simple but effective information source on ecology. One issue, for example, contained the following articles: "Circulation in Narragansett Bay" (about the ecological implications of a power plant for this bay), "Notice to Recycling Centers" (informing people where and how often to take newspapers to the plant to be recycled), "Pesticides - How Effective Are They?", "Warwick Students Go Into the Community" (an article about efforts of a group of young people to help the cause of ecology).

In addition to the newsletter, Ecology Action for Rhode Island provides films, tapes, slide shows, speakers and literature to interested groups and individuals. EARI was also instrumental in the enactment of one of the nation's strongest anti-pesticide bills and in the establishment of several solid waste disposal centers. During the SST controversy, members circulated petitions to oppose the funding of the supersonic transport. Fifteen hundred (1500) signatories supported their contention that the plane would endanger the environment.

SUGGESTIONS FOR ADAPTION TO YOUR COMMUNITY:

A group of young people who want to publish a newsletter as a means to attack the environmental problem can draw on rich resources in almost any community. With some guidance from a university student, or an adult trained in ecology, they could research various environmental problems in their community: What kinds of fuel do people use in their furnaces? Does it contribute to air pollution? How many cars have anti-smog devices? Where do industrial wastes go? Are liquid wastes cleaned before the water is released into streams, lakes or rivers? These are examples of problems they might research and report. They could also question people about their attitudes toward ecological problems, tape the interviews and publish the transcriptions, or they could research the community for people who are working on the environmental problems and publicize their efforts. Do storekeepers display organically grown foods or biodegradable detergents? Are groups in the schools doing any work in ecology? Through the newsletter, the young people will gain practice in writing and production. They can type up the newsletter, edit each other's work, discuss what articles are to appear, and mimeograph the newsletter.

DAY CARE AND TEACHING PROJECTS

The work that teenagers do with younger children involves storytelling, teaching and caring in day care centers, playgrounds and camps.

INCARCERATED YOUTH TEACH RETARDED CHILDREN AS PART OF THEIR PROGRAM IN SELF-DEVELOPMENT

PURPOSE: To enable young delinquents to work with a group having another kind of problem -- e.g., the mentally retarded -- thereby gaining greater self-knowledge and an ability to approach their own problems.

BENEFITS TO YOUTH HELPERS: Knowledge of the basic techniques of group therapy, psychology, sociology.

CAREER EXPLORATION: Recreational and physical therapy, social work, psychology.

POSSIBLE SPONSORS OF PROJECT: Mental health institution, schools, individual teachers, psychologists, social workers.

ADULT SUPERVISORS: Teacher, psychologist, social worker.

MODEL PROJECT: Institution Community Continuum Program
Red Wing State Training School
Red Wing, Minnesota 55066

ORIGIN:

The originators of the program believed that young offenders could feel more responsible for their own actions if they were given direct responsibility for others. Thus, these boys were given the task of planning and initiating activities for a group of mentally and physically handicapped children.

HOW PROJECT FUNCTIONS:

The program falls into two distinct parts. One part consists of group discussionr, lecture-demonstrations, and audio-visual presentations so that the young leaders understand behavioral patterns and the principles of psychology and sociology. In the second part, the young people test the principles they have learned by work with a group of children at a home for the mentally retarded.

The boys began with a study of mental retardation. Their initial responses revealed that they were not familiar with the causes and nature of retardation. So a pamphlet that described retardation in non-technical language was distributed. Following this, the boys were instructed in some of the basic principles of social work and of human behavior. The students were asked to relate these principles to the experiences they anticipated. They became aware that the behavior of a retarded child, particularly a non-verbal one, indicates his feelings. They studied bodily movements, facial expression and general behavior as indicators of these feelings.

As the program progressed, one period each week was devoted to planning for the visit and work at the Home. The boys visited in groups of six and the group that was to visit on a particular day would plan its activities for that day during this period.

During other study periods, the boys learned some very basic psychology. Through lecture periods and class discussion the boys studied the subject of emotional maturity. The class discussed such aspects of the question as the conquest of insecurity and the gradual achievement of creativity, productivity and flexibility, all essential to an understanding of themselves.

A basic study of personality was also part of the course. This was conducted in considerable detail and there were stimulating classroom discussions on the subject. Common human needs, the development of the self during infancy, the conscience, and conformity were examined. The boys wrote papers on these concepts clarifying the ideas to themselves. It can be seen that the program, while preparing them for their assignments at the retarded children's home, also subtly gave them scientific and rational explanations for their own behavior, needs and conflicts.

During the first week, the group of six boys were taken on a tour of the institution. They also met for a short while with the children, both the mildly retarded and the severely retarded. When the boys became more familiar with the children and their capabilities, they suggested a number of activities for the children. They soon discovered that while some games were suitable, others, particularly those requiring coordination and concentration, were beyond the ability of most of the children. This was a valuable learning experience.

As the visits progressed, the program was slightly modified to make it more worthwhile for both the retarded children and the young boys. The six boys were divided into teams of two. Each pair was assigned to a variety of duties which they rotated every forty-five minutes -- playing

with the severely retarded, playing with the mildly retarded, tutoring, working on crafts. This schedule gave the boys a little more time to organize and carry out activities in each of the areas. The work with crafts progressed from drawing to cutting and pasting, stringing beads and working with leather. Again the boys discovered that many of their charges could not progress much beyond the drawing stage. Often, they were exhilarated when some of the children actually improved at their work or picked up a new skill.

The boys also came up with the idea of taking the children on field trips. These included visits to local beauty spots and other places of interest like the park, the museum, the fire station. They also took their charges to the municipal swimming and wading pool. Here, before the normally scheduled opening hour, they conducted simple lessons on a one-to-one basis. This one-to-one relationship gave the boys an opportunity to get to know one child well and gave them an added sense of responsibility.

STORYTELLERS FOR CHILDREN

PURPOSE: To provide enjoyable activities and improve the listening skills of the young children.

BENEFITS TO YOUTH HELPERS: To develop language skills and imagination of the story-tellers; to provide activity for young children after school hours and expose them to positive older models.

CAREER EXPLORATION: Teaching, writing, child care.

POSSIBLE SPONSORS OF PROJECT: Public library, park and recreation department, schools.

ADULT SUPERVISORS: Teacher or librarian.

MODEL PROJECT: The Travelling Van Winkle Fablers
Urban Service Corps
Third and "N" Streets, N.W.
Washington, D.C. 20001

ORIGIN:

Teenagers who are interested in and enthusiastic about books spin tales of magic and adventure for Washington, D.C. children. This program grew out of the interest of a local librarian in the vanishing art of storytelling. She felt that young people could entertain children by telling stories to them.

HOW PROJECT FUNCTIONS:

A good storyteller such as a teacher, college student or librarian works with the interested young people to develop a repertoire of stories to tell. Initially, stories are taken from books that the potential audience favors. But they can also be created by the young people themselves.

Once the group is assembled they practice telling stories to each other. Often the focus of this training must be on the quality of telling -- voice dynamics, facial expressions, timing, rapport with the audience -- rather than on the content of the stories. Tellers work on emphasizing certain words, on making their voices reflect the tensions and meanings of the stories. Training exercises for this might include: saying the same sentence over and over such that each time the sentence is said, a different meaning is conveyed through change in expression; or trying to communicate the feeling of an adjective for color by giving certain voice qualities to it. The stories must be told and not read; and they must be told with imagination, energy and expression.

The storytellers then go to a school library or playground and tell their stories to the children. Since this is a listening activity, the area where the story is told must be isolated from noise and activity. Often the storytelling is followed by questions in which the audience is quizzed about the characters in the story.

SUGGESTIONS FOR ADAPTION TO YOUR COMMUNITY:

There are any number of places where stories might be told to children: playgrounds, neighborhood houses, schools, child care centers, in a corner of a library. A trained troupe of tellers could move throughout the city.

The storytelling could be a lesson if a discussion followed. However, the children may enjoy just hearing the story without further discussion.

Storytelling sessions should be brief -- less than an hour. Story-tellers need to evaluate each other's work and to suggest improvements after each session.

The stories can be dramatized or the young audience can act out the stories after they have heard them.

A DAY CARE CENTER IN A SUPERMARKET PARKING LOT

PURPOSE: To provide a challenging environment to preschool children; to provide parents with a place to put their children while they shop.

BENEFITS TO YOUTH HELPERS: To provide a teaching experience for teenagers through work with pre-school children and their parents in a shopping center.

CAREER EXPLORATION: Teaching, day care center supervision, and child care.

POSSIBLE SPONSORS OF PROJECT: Community or business sponsor.

ADULT SUPERVISORS: One coordinator trained in child care, teacher.

MODEL PROJECT: Institute for Educational Development
999 North Sepulveda Blvd.
El Segundo, California 90245

ORIGIN:

A large trailer was furnished as a child care facility and brought to the parking lot of a major city shopping center. Parents could leave their children at the trailer while they shopped. Teenagers and adults trained to develop the children's learning capabilities cared for the children.

GUIDING A CHILD'S FIRST LETTERS

HOW PROJECT FUNCTIONS:

A coordinator meets parent and child and introduces them to the child's tutor. When there are more children than tutors, the child goes to the "Holding Free Play" area until a tutor is available. The tutor gets acquainted with the child in the tutorial area by talking to him about his friends and interests. The child is free to explore and play with any of the toys in the area and to sample the food items brought into the center. The tutor asks the child what he knows about separate objects and then applies instructional techniques gained from pre-service training with the coordinator.

Included in the supervision of the child's discovery process in this example were the following:

1. Children were encouraged to touch, manipulate, describe and explore all of the materials in the center.

2. They were praised when they:

   a. Tried new combinations of objects in their play.

   b. Offered relevant comments about the materials.

   c. Asked questions about new ideas or objects.

3. In the exploratory process, children were encouraged to ask questions which were fully answered.

4. Rather than offering random information, the tutors solicited questions from the children. This let the children know that their questions were expected and supported in a learning situation. In this way the children became active participants rather than passive receptors.

5. The tutors were trained to be good listeners and to encourage all responses which reinforced the participation of the children.

Post-Instruction Activities:

1. When the child left the tutorial area, he was free to go to either a "Holding Free Play" area, Group Instruction area, or the Art corner.

2. The Group Instruction area utilized one-to-one tutoring. Instructional items were geometric shapes, including different sized boxes, blocks, sticks of difference lengths and colors to be grouped by size, color or texture.

3. In the Art Corner, children were encouraged to paint pictures of a certain number of objects, or to draw one large circle and one small one, or to make a picture of a soft thing and a hard thing.

Role of Parents:

1. Parents were urged to spend time in the center and ask questions about the teaching techniques utilized by the staff and young people.

2. A "Home Guide" suggested ways in which they could make normal home activities into enjoyable learning situations as an extension of the center's concepts, including:

   a. Discussing half a cracker or half an apple, a whole cracker or a whole apple.

   b. Asking the child to identify home objects that are divided in half e.g., rooms, windows.

   c. Asking the child to point to things that are bigger or smaller than something else, such as sisters and brothers, dogs, chairs, etc.

   d. Avoid tricky questions, helping the child to enjoy learning.

Pamphlets were available on such topics as the services of federal, state and local agencies and on such facilities as day care centers, adult educational programs, family services.

DEVELOPING A CAMP FOR CHILDREN

PURPOSE: To provide learning experiences for inner-city children through camping and outdoor activities.

BENEFITS TO YOUTH HELPERS: Development of the ability to teach, to work with young children; improvement of self-concept; development of building and construction skills.

CAREER EXPLORATION: Social work, community organization, camp counselling, physical education.

POSSIBLE SPONSORS OF PROJECT: A neighborhood-based community organization, schools, churches.

ADULT SUPERVISORS: People from the community, preferably those with knowledge of camping activities, or teachers.

MODEL PROJECT: McClymond's Youth Council
2516 Filbert Street
Oakland, California 94607

ORIGIN:

Neighborhood Youth Corps enrollees decided to continue as a community action group after their summer stint with the Neighborhood Youth Corps. Accordingly, they formed a youth council under the auspices of the local youth center. They decided that they could best serve inner-city children between the ages of eight and twelve. This group was close in age to the volunteers and could not secure resources on its own. The Neighborhood Youth Corps teenagers felt that recreational activities which would provide learning experiences in natural surroundings would be most effective. From their own experience they realized that inner-

city children in ghetto areas and congested living conditions would most benefit from a physical environment that was far removed from the one they lived in from day to day.

The youth council is governed by a youth board and an adult board. The adults provide general supervision, mainly to satisfy the legal requirements for the development of the camp. Membership at large of the youth council, apart from the youth board, numbers almost two hundred. Motions are accepted from this latter group and they have a hand in all policy decisions.

HOW PROJECT FUNCTIONS:

A wealthy ranch owner donated a camping site of about 10 acres. With the help of local university students, the teenagers set about constructing a camp. They assisted experienced hired personnel in constructing sleeping units, shower facilities and a kitchen. They painted destination signs showing the location of the camp and how to get there. They designed and put up posters informing the community of the program and requesting volunteers to serve as camp counselors. While the camp was being prepared, the Youth Council and other community volunteers drew up lists of families. They sent letters to the parents to inform them of a week long camping trip for their children. The families were requested to write back to indicate whether or not they were interested.

The camp, once organized, lasted nine weeks. Each week, a group of about forty children spent five days at the camp. The teenage counselors supervised all the activities of the young children (under the general guidance of the camp manager). The camp had a corral with a few horses, some pigs, goats, sheep and chickens. There were a couple of boats and a stream with trout in it.

The children, depending on their particular interests, were organized into hiking parties, canoeing trips, fishing trips and swimming parties. They learned how to build fires and to identify trees, flowers, and other vegetation. The vast majority had never swum up a creek or caught a trout or climbed a hillock. Thus, for all, a vivid and dramatic learning experience was crammed into the short space of five days.

SUGGESTIONS FOR ADAPTION TO YOUR COMMUNITY:

Prior to implementing a program in camping, interested groups should refer to the many guides available on camp management, including:

The National YMCA Camping Standards, by Charles C. Kujawa, Association Press, 1970.

The Camp Program Book of the National Recreation Association, by Katherine T. Hemmett and Virginia Muscleman, Association Press, New York, 1951.

The YMCA Yearbook of Camping, Association Press, New York, 1968.

COMMUNITY ARTS PROJECTS

Through a magazine, murals, and stories, young people make the community a place of pride and of enjoyment.

A MAGAZINE THAT INSPIRES THE AGED AND REACHES THE CHILDREN

PURPOSE: To develop a publication which helps to sustain a local culture.

BENEFITS TO YOUTH HELPERS: To give young people practical experience in publishing a periodical and to increase their awareness of their community.

CAREER EXPLORATION: Journalism, creative writing, literary criticism, graphic design, community organization, teaching.

POSSIBLE SPONSORS OF PROJECT: Community organization, school, neighborhood or settlement house.

ADULT SUPERVISORS: Teacher, community worker, printer, publisher.

MODEL PROJECT: The Fourth Street "I"
c/o Brigade in Action
136 Avenue C
New York, N.Y. 10009

ORIGIN:

The originators of this project felt that the members of their community needed to communicate more with one another. A journal of and by the community, they reasoned, would engender pride and self-confidence. Young people, less embittered than their elders and possessed of more time and energy, were chosen to produce it. They would be more able to collect

material from the community and could spend long hours recording interviews, following up on promised articles and poems, typing up the material and supervising the work at the printing stage.

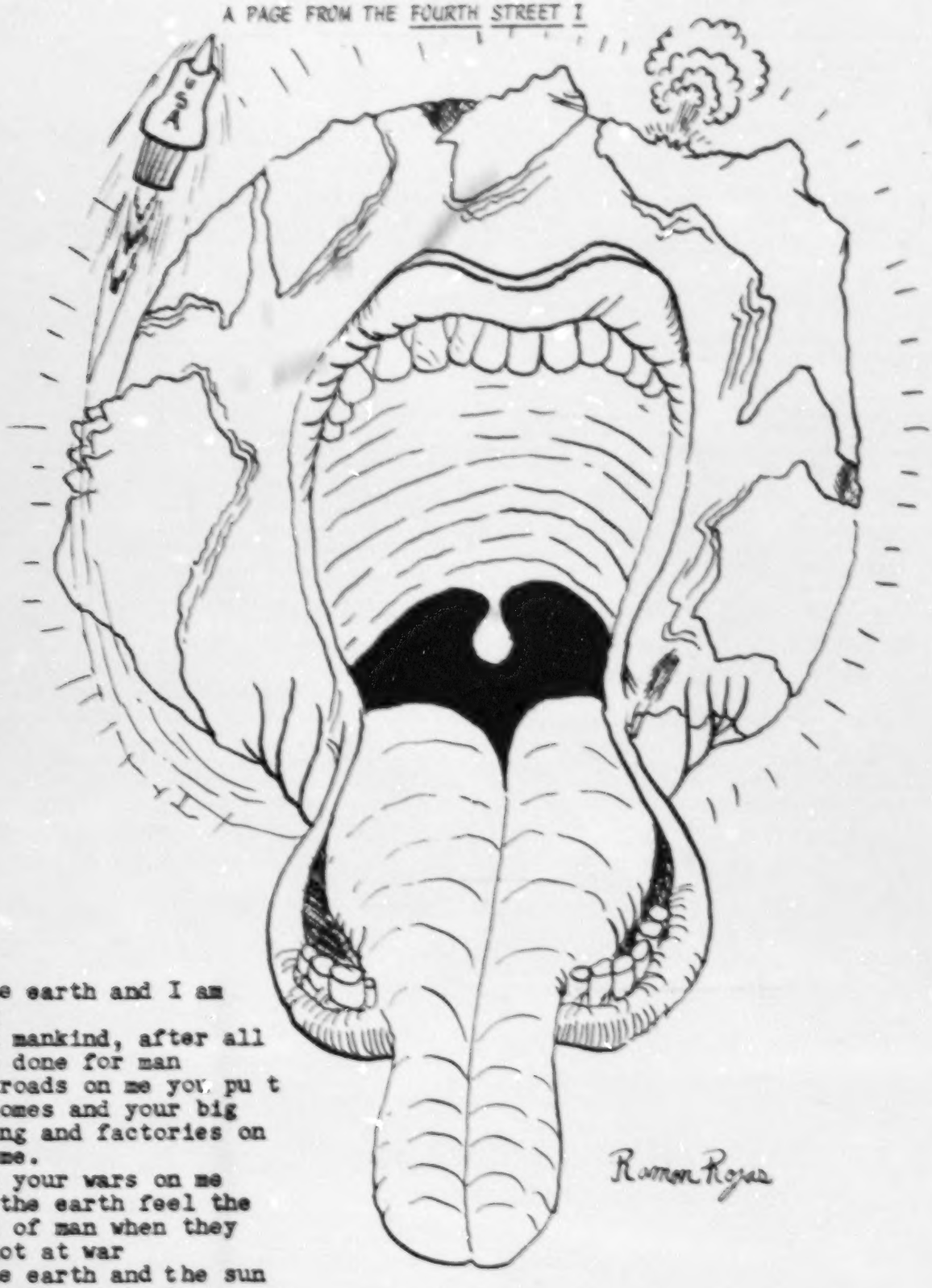
For the young people the journal would provide a tremendous learning experience; they would learn more about their community through contact with its diverse members. This greater knowledge and understanding would provide a more effective approach to community problems. Their enterprise would become a community service -- an important motivation among young people today.

HOW PROJECT FUNCTIONS:

The magazine's editorial board (between five and ten high school seniors) meet at the local community center or at the church in the neighborhood. It discusses the content of the forthcoming issue, delegates responsibility for specific functions, sets deadlines for articles by the staff, and assigns collection of materials from the community. Photographs and illustrations, some contributed by the staff and some by the community, are reviewed, and the group decides whether to accept or reject them. In its search for possible stories, the editorial board maintains close, almost constant contact with the community. These stories are in the form of interviews whether recorded on tape and later transcribed, or jotted down in notebooks. A welfare recipient may talk about what he thinks are the inequities of the system; a rock group may talk about its future plans; an elderly community resident may recount traditional recipes that are all but forgotten by the rest of the community. In addition to writing stories about the community and the neighborhood, the young staff encourages community members to contribute their own writing. These articles are almost never rejected and are featured prominently in the magazine. The articles include a poem by a six year old about drugs or about a street fight, or an old man's reminiscences about the changes in his neighborhood since he first arrived sixty years ago. Many of the contributors illustrate their own stories.

After the material has been collected, there is a final review of content, and the format is designed. One member of the staff is now proficient in layout, and his opinion is trusted in this matter. Another member of the editorial staff is responsible for the final typing of the manuscripts. All the approved material is then taken to the printer who runs off the copies. The layout artist closely supervises this stage to make sure that instructions are followed.

The magazine is mailed to subscribers -- about four hundred -- all over the country. The remaining copies -- about six hundred -- are sold by the staff in their respective schools. All six schools in the district are using the magazine as supplementary reading. The funds raised through the sale of the magazine go towards paying for the next issue.



My name is the earth and I am
dying
My killers is mankind, after all
I have done for man
You put your roads on me you put
your homes and your big
building and factories on
me.
You even have your wars on me
I as the earth feel the
blood of man when they
are not at war
Without me the earth and the sun
you would not be here men
So I say to you if I die one
more time good-bye mankind
good-bye

Fred Gonzales

SUGGESTIONS FOR ADAPTION TO YOUR COMMUNITY:

The student staff could earn academic credit for work on the publication. Their academic learning would be related to practical experience. The students could utilize their considerable knowledge of the community to develop textbook material for use in the schools. Thus they would be reading material directly related to their own experience.

IMPROVISATIONAL DRAMA ENRICHES READING TUTORIAL

PURPOSE: To provide an exciting and demanding learning experience for younger students.

BENEFITS TO YOUTH HELPERS: To give teenagers with dramatic ability or interest in the theatre an opportunity to use their skills with small groups of younger children; opportunity for participants to learn more about themselves and their feelings.

CAREER EXPLORATION: Theatrical production (acting, writing, directing).

POSSIBLE SPONSORS OF PROJECT: Schools or community organizations.

ADULT SUPERVISORS: Teacher or person with theatrical experience.

MODEL PROJECT: Berkeley High School
2246 Milvia Street
Berkeley, California 94704

ORIGIN:

Improvisational drama is an excellent means to develop the imaginations as well as the reading and thinking skills of any age group. It is also a highly effective way to teach cooperation. In this project, high school students taught improvisation to fifth and sixth grade elementary school students, either by itself or to complement a reading tutorial.

HOW PROJECT FUNCTIONS:

The key to a successful tutorial program in improvisation is the training of the older students. This must be supplied by someone with experience in the field. Most communities have a group of amateurs or professionals who use improvisational techniques. Most of these groups contain people who are excited about the possibility of sharing their skill. Once a trainer is found, he should work with the group of interested high school students extensively for a period of several weeks to develop in them experience in a variety of improvisational problems and skills, as well as a genuine comfort with the improvisational process. Ideally, the teacher should prepare the students throughout the summer. Once the young people have become comfortable with improvisation, they will want to share their skill with younger children. These might come from a local school or settlement house. Children who express an interest in drama would be the best tutees for the young teachers to begin with. But, as suggested earlier, the children may also be those who are already involved in a reading tutorial, and the young trainees might enter the tutorial one or two days a week as specialists in drama. This might provide a welcome break from the reading as well as provide the opportunity for an educational experience.

Youngsters teaching the improvisation will want to work with groups of not less than five younger children at a time as most of the improvisational exercises require groups to participate and to act as the audience. It is also advisable that the groups have a substantial space in which noise will not be a problem for others. The young teachers will need to continue their own improvisational training as they are teaching the younger children.

Training:

Many exercises, games and ideas for improvisation can be found in Improvisation for the Theater by Viola Spolin, Evanston, Illinois, Northwestern University Press, 1963.

Examples of games from her book are:

A) Orientation

1. Emphasis on either who or where A person is - One person begins an activity, showing where and/or who he is. Others join when they know what is being done to create a scene. As they join, they may alter the nature or direction of the scene, but they must never break the game, i.e., by responding inappropriately or not taking cues from others. Through such initial games, students learn to give form and direction to group activity. It also allows great creativity and spontaneity. Recommended to begin or end a class or tutorial session.

2. Hat game variation -- A box full of hats is provided. Starting student selects a hat and takes on a character appropriate to the hat he has chosen. Others join, with the stipulation that they too choose a hat and an appropriate character to go with it. A wide variety of hats, especially those indicating occupation, different regions, etc. is desirable.

A CHILD IMPROVISES

B) Transformation of relationships

Two or more players.

Players decide on a beginning relationship with each other. Through spontaneous association this relationship changes during the course of a scene. Begin orientation game; then, once the game has begun, call out changes of time or form; for instance:

Transform players into animals;

Move players back in age to children or up to adults or old people in the same situation;

Move players back in time to prehistoric days, the 16th or 18th century or forward to a 2001 situation;

Sometimes players change roles or entire relationships, such as father and son, doctor-patient, lawyer-client.

Point of concentration: on transforming the relationship. This can be a very successful exercise once students catch on to the nature of the problem and let themselves associate freely.

This is good pre-service training for the group of teenagers who will be working with younger children. The older kids can then direct these games or exercises with the younger ones.

SUGGESTIONS FOR ADAPTION TO YOUR COMMUNITY

The children and their young teachers could perform for the community in local gathering places such as libraries, shopping centers, parks and schools. One performance technique which is suitable for advanced students is to develop scenes around suggestions from the audience.

A study of the improvisational games and problems suggested in the Spolin book will reveal many that are applicable to the development of skills outside of improvisation itself. Thus, as a group becomes more comfortable and competent with the basic approach, its leaders may want to develop exercises which would have usefulness to members of the group who have problems in reading, confidence, etc.

DIRECTING AN ART GALLERY

PURPOSE: To create an art gallery especially for the work of young people.

BENEFITS TO YOUTH HELPERS: To introduce young people to the art world and give them experience in gallery management. Development of aesthetic judgment; knowledge of art history.

CAREER EXPLORATION: Fine Arts (teaching, history, criticism), gallery management.

POSSIBLE SPONSORS OF PROJECT: Local art gallery, schools, university art department.

ADULT SUPERVISORS: Teacher, artist.

MODEL PROJECT: Children's Art Bazaar Art Gallery
5229 Columbia Avenue
St. Louis, Missouri 63139

ORIGIN:

The project's leaders contended that the school's art curriculum was not related to the world of art. They believed the student should have direct contact with professional artists. They should acquire knowledge of the work involved in gallery management, the basic rules of art display and some familiarity with the factors that dictate public taste. Through such exposure, young people would gain a far better appreciation of artists and

artistic works and possibly pursue a career in the field. To provide this experience, the directors helped the young people establish and run an art gallery.

HOW PROJECT FUNCTIONS:

Interested students (artistic talent is not a pre-requisite) from the various high schools in the area have sessions with professionals from the community. In these sessions they learn macrame, screen printing and working in papier mache. In addition, they take courses in art history, taught by an art historian from the community or local university. The young people also visit commercial galleries, artists' studios and museums. The students take turns running a gallery of children's art. Here they gain experience in retailing, display and public tastes. Supervised by civic-minded members of the community, the gallery is open throughout the year. The gallery's proceeds have gone toward heart-lung machines, psychiatric help, and child-care centers to help needy children.

In the actual managing of the gallery, the young people design displays, create displays and create lighting for the place of the display. They advertise their gallery in local papers and radio stations. They also arrange to have the gallery manned at all times and to have the financial transactions handled in a tactful and accurate way.

SUGGESTIONS FOR ADAPTION TO YOUR COMMUNITY:

A place must be found where an exhibit may be hung. This might be the lobby of the local theatre or town hall or some other public building with available space. The art in the gallery can be collected and selected by the young people from work done at local schools and workshops for students. Students could arrange some pieces of art in a travelling exhibit so that more members of the community could be made aware of children's art as well as the organizational capacity of the students. Students accompanying the exhibit could arrange to give talks to community groups on the exhibits.

Students could organize on-the-spot painting sessions at stops made by the travelling exhibits. Worthwhile pieces produced at these sessions could be added to the exhibit to encourage greater participation among the community.

PROBLEMS TO BE AWARE OF:

Art professionals within the community must be persuaded to volunteer to instruct and demonstrate art techniques. This is easier to arrange if an informal schedule is maintained, and the program draws on whatever professionals are available at any time.

PLAYS PRECIPITATE DIALOGUE ON SOCIAL PROBLEMS

PURPOSE: To develop an effective means of involving a community in thinking about such problems as racial friction, ecology, police-community relations.

BENEFITS TO YOUTH HELPERS: Intensive contact with community problems, development of skills in dramatics.

CAREER EXPLORATION: Teaching, community organization, documentary production, race relations.

POSSIBLE SPONSORS OF PROJECT: Church, school, settlement house.

ADULT SUPERVISORS: Teacher or university student with background in dramatics.

MODEL PROJECT: Atlanta Brotherhood Players
The National Conference of Christians and Jews
1022 First Federal Building
Atlanta, Georgia 30303

ORIGIN:

Young people wrote a series of short plays to dramatize serious racial problems: an argument between a black and a white about busing; an interracial quarrel about the opportunities offered to blacks in this country; a scene in which a person from one racial group presents her fiance, a member of another racial group, to her parents. The scripts were unique, in that they did not show the resolution of the conflict. They simply ended when the issue or problem had been fully presented.

HOW PROJECT FUNCTIONS:

The young people get together and with their adult leaders discussed the issues that they would like to develop presentations about. Following their discussions, individuals and small groups set out to write the plays. Plays were kept fairly short. Writing a play is, of course, no simple matter. Often, it took a great deal of time to develop a script which was felt to be effective and interesting dramatically. One technique which some have used to develop plays directed toward social action is to use news stories as the basis for the play's story.

The young people rehearsed the plays and presented them to an audience. In the model project, the programs were presented in local churches of every denomination. When the play ended, the audience was invited to determine how the dramatized conflict should have been resolved. Sometimes this was done through discussion, sometimes by another dramatization in which members of the audience took part.

The emphasis in this project was on involving the audience in the resolution of the conflict such that audience members would genuinely experience the problem and have to come to terms with it. By having to act out or discuss the resolution, they often came to realize the human complexities of social issues which previously they experienced as fairly abstract issues.

SUGGESTIONS FOR ADAPTATION TO YOUR COMMUNITY:

This is a highly effective method for bringing problems of all kinds to the attention of a community. The plays could present economic, political, and ecological issues as well as racial ones. Performances could also take place in shopping centers, public parks, and libraries.

ENORMOUS MURALS DRAMATIZE COMMUNITY CONCERNS

PURPOSE: To have a community develop its own dramatic public work of art.

BENEFITS TO YOUTH HELPERS: To have young people contribute significantly to the appearance and solidarity of a community.

CAREER EXPLORATION: Creative graphic arts (painting, sculpture, photography), community organization.

POSSIBLE SPONSORS OF PROJECT: Parks and recreation department, department of public works, schools, art school.

ADULT SUPERVISORS: Teacher, artist, art student.

MODEL PROJECT: The Cityarts Workshop
200 West 15th Street
New York, New York 10011 (212) 360-8214

This group wishes to consult with anyone trying their techniques. They can supply experienced, trained leaders for other groups. As they have developed many ideas in the area of community arts, it is recommended that you consult with them.

ORIGIN:

Few urban dwellers -- particularly those in housing projects or developments -- believe that they can improve their physical environment. This project developed to enable people to alter dramatically their surroundings.

HOW PROJECT FUNCTIONS:

The Cityarts Workshop has developed a number of artistic techniques, including the creation of enormous murals through which teenagers can express their feelings and ideas.

First, the workers are recruited from the neighborhood for which the mural is intended. Once formed, the group discusses important concerns that they have, and problems and concerns of their neighborhood. For example, one group of mural-builders discussed drug use and police-community relations. This is a gradual process and should continue as the art work progresses.

As discussion focuses on important concerns of the neighborhood, the young people dramatize some of the problems. They create "frozen scenes," with their bodies as the material: shooting drugs, singing, lovers embracing, reading, someone working on the street, a fight -- all are representative of neighborhood life or thoughts.

The "frozen" scenes that seem particularly true to the young people are photographed with a polaroid camera. They should be shot from a variety of angles. The young people discuss the photos to make sure they truly reflect the envisioned scene. Adjustments can be made in the position of the actors and in the angle from which the scene is photographed to get a more effective pictorial representation.

A small scale mock-up of the actual mural is made by cutting out the photographs, or by sketching the representations of the photographs on to cardboard. The young people experiment with different positions of the figures and discuss what makes the most effective mural. For example, in one of the Cityarts Workshop's murals, there is a movement from desperation to hope. This is shown pictorially by a series of scenes: one shows an incident with drugs; another shows police mistreatment of someone in the area; but the final figure (moving from left to right) has his arm uplifted in a symbol of hope. This last figure is drawn much larger than the others. The possibilities for such sequences are endless. Workers should experiment at great length with the small mock-up before embarking on the actual creation of the mural.

The virtues of the various patterns and designs provide an excellent practice in group discussion and cooperation. What makes an effective design or sequence? What are the ideas we most want to represent? What are the most dramatic scenes? What are the most effective angles? These are the questions that the group considers. Also, it should be decided at this point what colors will be used in the final mural. In the Cityarts Workshop murals, only two or three colors are used and the figures are silhouetted. Few features are drawn in. This stylization adds to the effectiveness of the representation.

Then, a mock-up of the actual mural is made.

Using an opaque projector the pictures are projected on the large pieces of plywood which will form the surface for the mural. The images are

sketched on to the plywood and painted in. The Cityarts Workshop murals are enormous. One is fifty-five feet long.

Finally, if possible, the mural is erected on some large public building or public place. The Cityarts Workshop has professionals erect the murals. They have placed several murals on the sides of schools.

This is an outline of the major steps in the process of building a mural which has been used by the Cityarts Workshop. It is hard, however, from a verbal description to get a sense of the drama and power of their work. It is strongly suggested that any group that wishes to construct murals or other public works of art should consult with this group and try to visit their murals. Also, one should not feel tied to any one technique. Different groups will naturally develop techniques suited to their materials and interests.

SUGGESTIONS FOR ADAPTION TO YOUR COMMUNITY:

There are many ugly and bare walls in almost any city or town. Groups may want to paint them or to place murals over them. If a mural is prepared in a garage or a warehouse before painting directly on a wall, more careful planning and execution can occur. One does not have to use as permanent or expensive material as plywood. Plastic sheet, fabric (e.g., from surplus parachutes) can be used and affixed to the walls.